

**BEST
PRACTICES
TRAINING**

inspiring teachers...investing in children

NEW LEAD TEACHER TRAINING

TUNE IN TO... WORK SAMPLING ONLINE

2015-16



www.worksamplingonline.com



TUNE IN to WSO!

WELCOME

Training Location: _____ Today's Date: _____

Trainer's Name: _____

Trainer's Email: _____

GOALS FOR TODAY

- Explain the goals of assessment using WSO
- Describe how to collect high quality assessment evidence
- Identify parts of the WSO process
- Gain experience using WSO
- Identify resources and technical support

W O R K S A M P L I N G O N L I N E

ACTION PLAN

[illegible]

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TUNE IN to WSO!

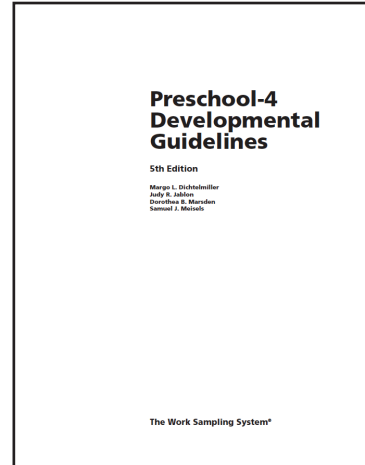


ASSESSMENT

GELDS



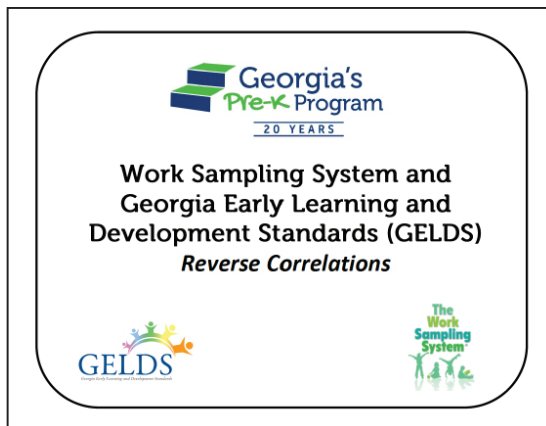
P4 GUIDELINES



PLAN LESSONS

ASSESS

REVERSE CORRELATION



ALIGNS GELDS and WSO PERFORMANCE INDICATORS

WSO INDICATOR

Work Sampling Performance Indicator: A1 Gains meaning by listening.	
GELDS Pre-K Performance Indicators:	
CLL1.4a	Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4c	Extends/expands thoughts or ideas expressed.
CLL2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.
CLL2.4b	Connects new vocabulary from activities, stories, or books with prior experiences and conversations.
CLL5.4a	Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.

GELDS

ASSESSMENT

The Preschool-4 Developmental Guidelines

Preschool-4 Guidelines

I Personal and Social Development

Emotional and social competence are central to this domain. Teachers learn about children's sense of responsibility to themselves and others, and how they feel about themselves and view themselves as learners—their emotional development—through ongoing observation, conversations with children, and information from family members. Teachers acquire information about children's social competence and approaches to learning by interacting with them, observing their interactions with other adults and peers, and reflecting on how they make decisions and solve academic and social problems.

A Self-Concept

1 Demonstrates self-confidence.

Self-awareness and positive self-image emerge through interactions with others and through affirmative experiences. Many preschool children come to school with a positive sense of self, certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident 4-year-olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. They display a positive sense of self by:

- showing excitement when the teacher announces that they will be going on a field trip;
- teaching a word in sign language to a classmate;
- entering the dramatic play area and choosing a role that fits the play of others;
- sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making;

- adapting to playground games and becoming part of the action;
- showing a new student how to play a favorite app or game.

2 Shows some self-direction.

Four-year-olds often seem self-directed because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four-year-olds can make simple choices among activities but occasionally need support in trying new classroom activities. Examples of self-direction include:

- finding scissors, tape, markers, and cardboard rolls to make "binoculars" for bird watching;
- finding and putting on one's own jacket, mittens, and hat before going outdoors;
- deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks;

- choosing one activity out of several and becoming involved with it;
- trying a new activity (e.g., soap painting or a cooking project), and pursuing it for a meaningful period of time;
- playing with different children rather than the same friend or friends every day.

B Self-Control

1 Follows simple classroom rules and routines.

Four-year-olds find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines by:


- waiting patiently until someone leaves the water table when the rule is "only four children at a time;"
- independently going to the circle area after cleanup;

ASSESSMENT

Performance Indicator	Gains meaning by listening
Perception (What do you think it means?)	Children listen and do what I say.
P-4 Guidelines (How is it different from your perception?)	They can listen when spoken to one-on-one as well as in teacher led small group.

WHAT DOES YOUR PERFORMANCE INDICATOR MEAN?

Performance Indicator	
Perception (What do you think it means?)	
P-4 Guidelines (How is it different from your perception?)	

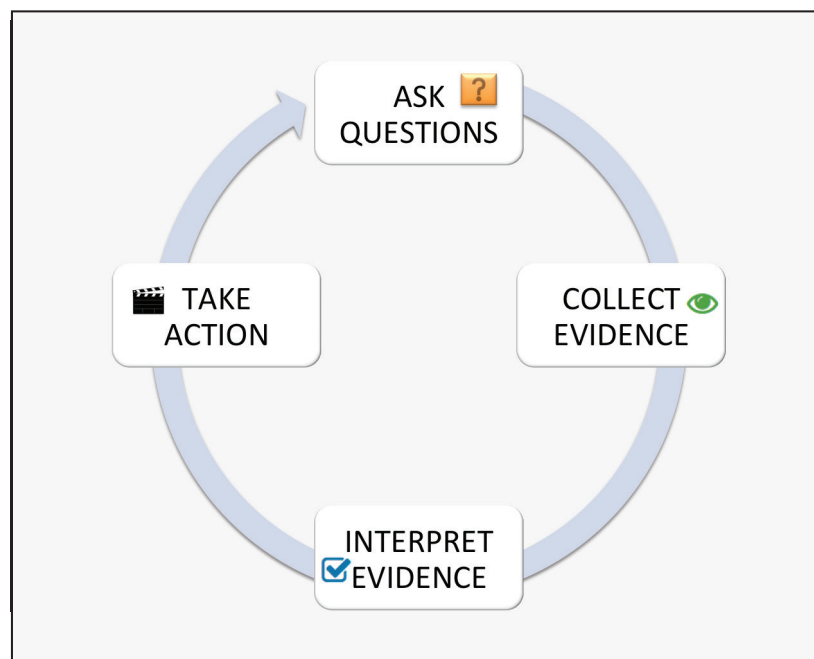


ASSESSMENT

GOAL FOR ASSESSMENT

- _____ and evaluate students' skills, knowledge and behavior
- help teachers make _____ decisions
- _____ to families

THE ASSESSMENT CYCLE



The cycle begins when you ask questions and wonder about children. This begins the _____ process.

As you continue to observe, the details you learn help you put together a more complete picture of the child. As you see gaps in what you know, your questions and observations become more focused and specific.

ASSESSMENT

COLLECT EVIDENCE

Watch and listen carefully to help answer questions. Teachers _____ their observations and collect a variety of artifacts that illustrate students' learning.

WAYS TO COLLECT EVIDENCE

- listen to them and ask questions
- examine their drawings and writing
- watch them play and interact
- engage them in conversation

INTERPRET EVIDENCE

In the third phase you pause and _____ on the evidence you have collected. Ask yourself what it tells you about a student's performance.

Teachers reflect on the evidence...

- DAILY when interacting with students
- WEEKLY when entering online and planning lessons
- EACH RATING PERIOD when preparing to communicate to families

TAKE ACTION

Teachers use what they have learned to guide their decisions as they _____ with students, plan lessons and summarize information for families.

WSO BIG PICTURE

ASK QUESTIONS



Planning for Assessment Template		Teacher: _____		
<p>Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format:</p> <p>Spontaneous collection of documentation (such as photos, notes and collection of work samples) occur throughout each day, therefore there will be indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for assessment documentation.</p>				
	MATHEMATICS	PHOTOS with description	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	Concepts about Print (AP) (DEAR time)	Airport DP 10 minutes of center time (LT)	Science observations of animal house-center time	Writing – small group (LT)
Tuesday		Airport DP 10 minutes of center time (LT)	Science observations of animal house-center time	Writing – small group (LT)
Wednesday		Airport DP 10 minutes of center time (LT)		Writing – small group (LT)
Thursday		Airport DP 10 minutes of center time (LT)		Writing – small group (LT)
Friday		Airport DP 10 minutes of center time (LT)		Writing – small group (LT)
<p>Collected assessment documentation must be coded with the student's name, date and assessment domain.</p> <p>Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clarify the domain in which the information is most relevant.</p>				Notes, comments & reminders domain
PS - Personal and Social Development	MS - Mathematical Thinking	AS - Arts		
LS - Language and Literacy	SS - Scientific Thinking	RS - Physical Development and Health		
	SS - Social Studies			

Make a Plan

COLLECT EVIDENCE

























































Read book "Brown Bear" to a brown teddy bear in the reading area. "I see something else Mr. Bear. Do you want to see my surprise?" Puts down book to pick up and hide a small, brown, toy bear in her hands."

Observe and Record

Date Observed:	Period:
<input type="text" value="07/30/2013"/>	<input type="text" value="1"/>
	
Title	
<input type="text" value="N"/>	
Description	
<p>places unit blocks on top of each other: "1, 2, 3, 4, 5 blocks. That's what I need for a wall. Now the lions won't escape."</p>	
 Link to Performance Indicators	

Enter and Link Observations

INTERPRET EVIDENCE

Home > SAMOT,BELLA > I							
I Personal and Social Development				← Previous		Next →	
A Self-Concept	Guidelines	Obs.	NY	IP	PRO	NA	DNO
1 Demonstrates self-confidence							
2 Shows some self-direction							
B Self-Control							
1 Follows simple classroom rules and routines							
2 Manages transitions							
C Approaches to Learning							
1 Shows eagerness and curiosity as a learner							
2 Attends to tasks and seeks help when encountering a problem							
3 Approaches tasks with flexibility and inventiveness							
D Interaction With Others							
1 Interacts easily with one or more children							

DEVELOPEMNTAL CHECKLIST

What do you know about a child and what questions remain?

TAKE ACTION

[illegible]

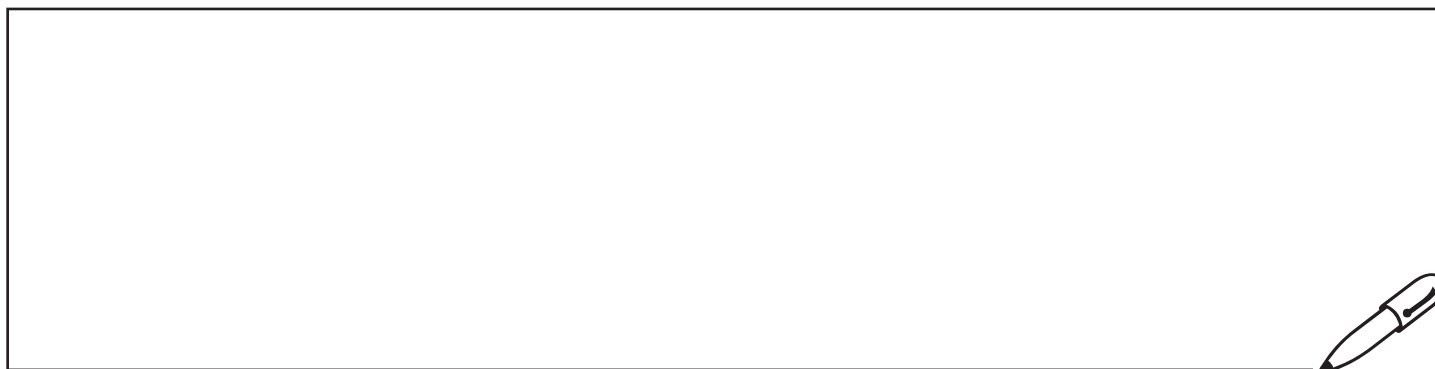
NARRATIVE SUMMARY REPORT

Teach children, make referrals and communicate to families

ASSESSMENT

PLAN TO ASSESS

BE INTENTIONAL



Planning for Assessment Template

Teacher: _____

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	Concepts about Print (AT) DEAR time	Airport DP 10 minutes of center time (LT)	Science observations of animal bones-center time	Writing – small group (LT)
Tuesday	Concepts about Print (AT) DEAR time	Airport DP 10 minutes of center time (LT)	Science observations of animal bones-center time	Writing – small group (LT)
Wed.		Airport DP 10 minutes of center time (LT)		Writing – small group (LT)
Thursday		Airport DP 10 minutes of center time (LT)		Writing – small group (LT)
Friday		Airport DP 10 minutes of center time (LT)		Writing – small group (LT)

Get your ASSISTANT TEACHER to help you.

ASSESSMENT

MEANINGFUL CONVERSATIONS

- choose a child
- talk with them for 4-5 minutes
- once a week

Plan to have meaningful conversations				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Skylar Claire Cyllie Justice	Millie Alex Robert Shanivi	Baeleigh Erin Keion Lily Cooper	Danelle Delaney Jake Marissa	Charlotte Isreal Mason Malachi Madison

A photograph of a calendar grid with names and sticky notes. The grid is divided into columns for each day of the week. Names are written in the top row, and sticky notes are placed in the subsequent rows. The names are: Miguel, Nicolas, Kevin; Franky, Derek, TyJeri; William, Rayell, Emily C; Bellali, Khrystal, Miya; Emely P, Mikeyla, Ceyonna. The sticky notes contain various handwritten notes, including dates and names.

HOW DO WE COLLECT EVIDENCE?

Come up with a system that works for you and your _____.

Collect a VARIETY of documentation or EVIDENCE.

You are NOT REQUIRED to collect documentation in:

- PERSONAL and SOCIAL DEVELOPMENT
- PHYSICAL DEVELOPMENT, HEALTH and SAFETY

★ UNLESS the child has an IEP or needs a referral

You still RATE children in ALL _____

EVIDENCE

TYPES OF EVIDENCE

N =	P =
M =	WS =
	A =
	V =

QUALITY vs. QUANTITY

Collect FEWER, RICHER pieces of evidence.

The teacher's goal should be to link observations across multiple performance indicators.

WHAT ARE OBSERVATIONAL NOTES?

NOTES (N) are a type of observation that provide _____, _____, _____, _____ information.

BRIEF

Jonisha read a big book.

DETAILED

Jonisha read a big book and said, "The pointer shows me all of the words and helps me read. Look, there are 6 words on this page... 1, 2, 3, 4, 5, 6. Elephants are my favorite because the mommies take care of the babies. The babies get hot and cool off in the water."

INTERPRETATION

Tomi is very engaged and helps his class to learn new songs.

FACT

Tomi volunteered to lead the class during "Get Funky". He sang all of the lyrics and created his own movements.

NEGATIVE

Xavier could not count to 10.

POSITIVE

When given several counting bears, Xavier lined them up, pointed to each bear, and said, "1, 2, 3, 4...um, 7, 5, 9, 12. That's all."

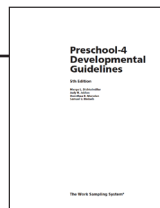
EVIDENCE

Take notes as if you were a camera.

PRACTICE: ALEX & FRIENDS

Record your observation.

Let's link.



For step-by-step instructions on how to enter and link evidence go to page 46.

EVIDENCE

PHOTOS

Photos should be used when the behavior is too difficult to describe in a note.

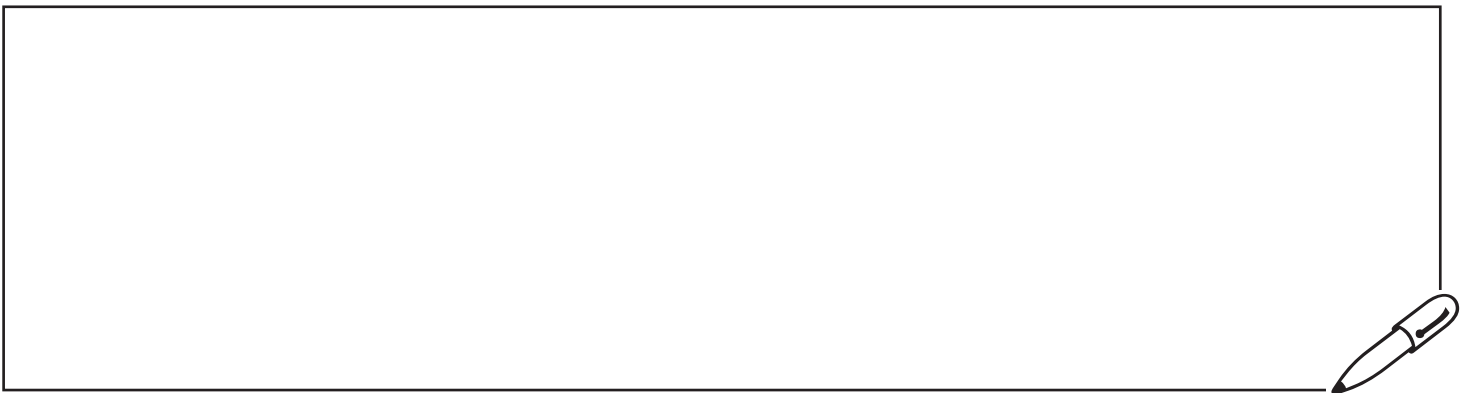


Be sure to document unique work.

WORK SAMPLES

Collect work samples across all of the learning domains.

Choose work samples _____ to acquire information that you NEED to collect about a child.



WHAT DO I DO WITH THE PHOTO OR WORK SAMPLE?

Photos are REQUIRED to be uploaded and linked in the system just like notes and matrices.

Pictures of work samples are NOT REQUIRED to be uploaded, however a description of the work sample is REQUIRED.

If you do not upload a picture of the work sample, describe it fully online and file it.

If you choose to upload a picture of a work sample, send it home with the child.

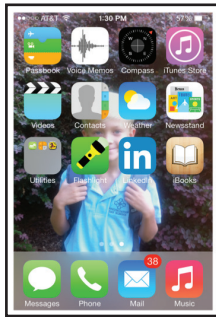
EVIDENCE

AUDIO/VIDEO

Use a voice recording app to record conversations so you don't have to type them out. Attaching a recording can save time.

APPS

Speech Recording App



Caption Writing App
Phonto



Talk-to-Text App
Dragon Dictation



WHAT IS A MATRIX?

- a tool used to collect notes on multiple children at one time
- designed to record easily _____, _____ behaviors
- should assess one indicator
- lead teachers design a matrix ahead of time to quickly collect data



EVIDENCE

EXAMPLE



Observable, predictable behaviors

SMALL GROUP MATRIX

Individual Notes

Child's Name	SORTS BY COLOR	SORTS BY SHAPE	SORTS BY # OF HOLES	Comments
Cyrie	✓	✓	H	
David	✓	✓	H	
Ellie	H	H	H	
Forrest	✓	✓	✓	
Garrett	✓	H	H	
Jamal				

Key

✓ = Successful

H = Help

R = Reminder

DO NOT write WSO indicators as activities directly on the matrix. Be sure to include the specific activity or behavior.

DO NOT use checklist ratings on a Matrix.

PRACTICE: COUNTS WITH UNDERSTANDING

Use the shaded cells to write four observable, predictable behaviors.

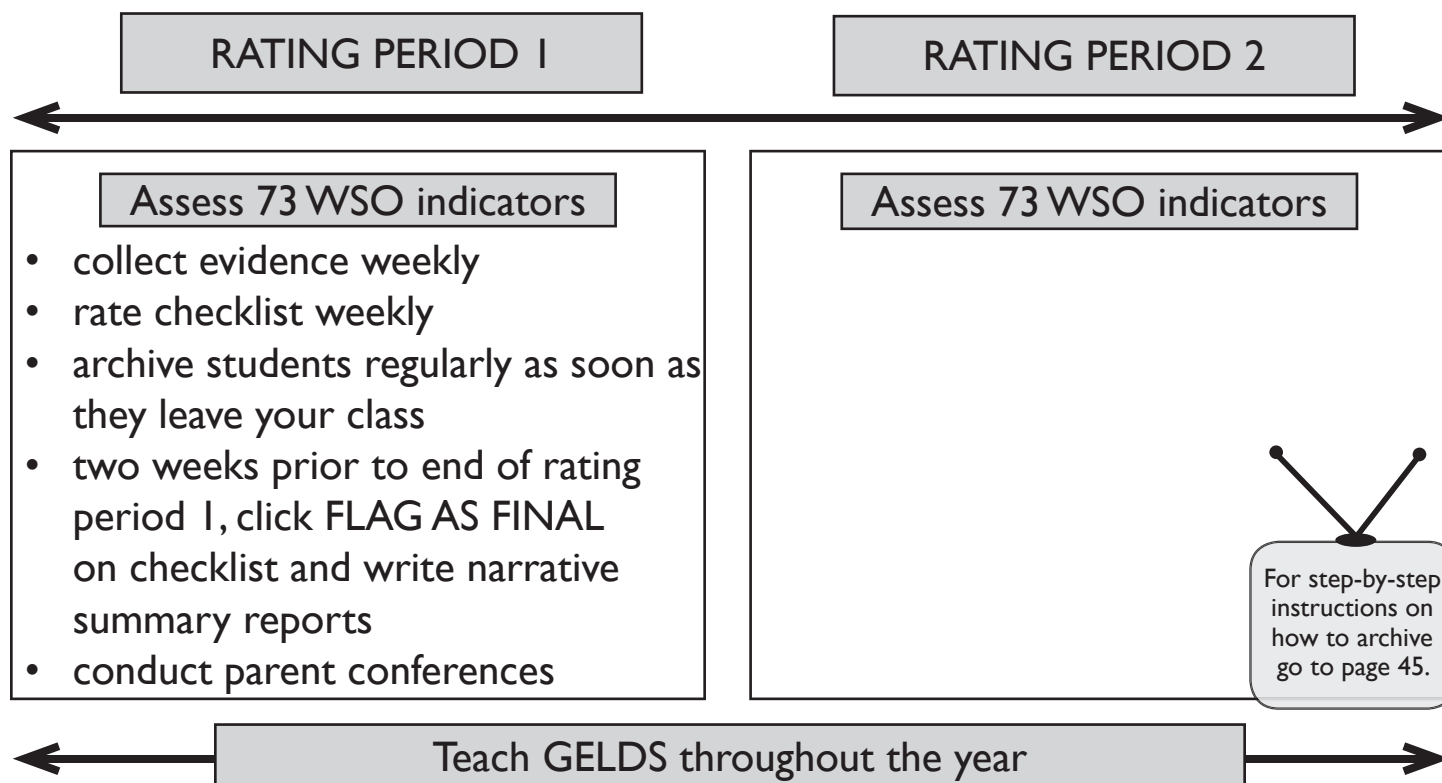
Child's Name					Comments

For step-by-step instructions on how to enter a note for multiple children go to page 53.

HELPFUL TIPS

DONT's	DO's
DO NOT collect every work sample from every child every day.	DO plan to collect work samples. (Based on assessment data, on Tuesday, in small group I am taking dictation in the writing center when children draw pictures of their families. On Thursday I will collect paintings from the art area during center time.)
DO NOT give your assistant teacher a clipboard with blank paper and tell her to take notes during center time.	DO ask your assistant teacher to take notes in a certain area of the classroom for a portion of center time.
DO NOT upload all of your pictures in the WSO system.	DO choose photos carefully. Photos are used when a written note does not adequately describe a child's work and/or behavior. Block structures and dramatic play are good examples.
DO NOT write performance indicators as activities on a matrix.	DO write predictable, observable behaviors on the matrix that are examples of the indicators.
DO NOT write notes for a child or children that only describe the performance indicator. "Celia used expanded vocabulary for different purposes."	DO write how the child exhibited that behavior. Notes should be unique to each child. Celia pushed the vehicle across the floor. "This truck is a bulldozer and it can pick up lots of dirt."
DO NOT upload the same work sample for every child in the class. For example, 20 children create ABAB patterns with unifix cubes. One child creates an ABBA pattern for the first time and one child extends his pattern until it runs off the table.	DO upload the two unique work samples. Use a matrix for the other 20 children, "created ABAB pattern using unifix cubes."

TIMELINE



If you receive an error message saying the PANDA ID already exists...



DO NOT continue.

ADD STUDENT

Required

Please correct the errors below.

PANDA Student ID: 062847
Record with PANDA Student ID '062847' already exists.

Nickname:

First Name: Lance

Middle Name:

Last Name: Strahan

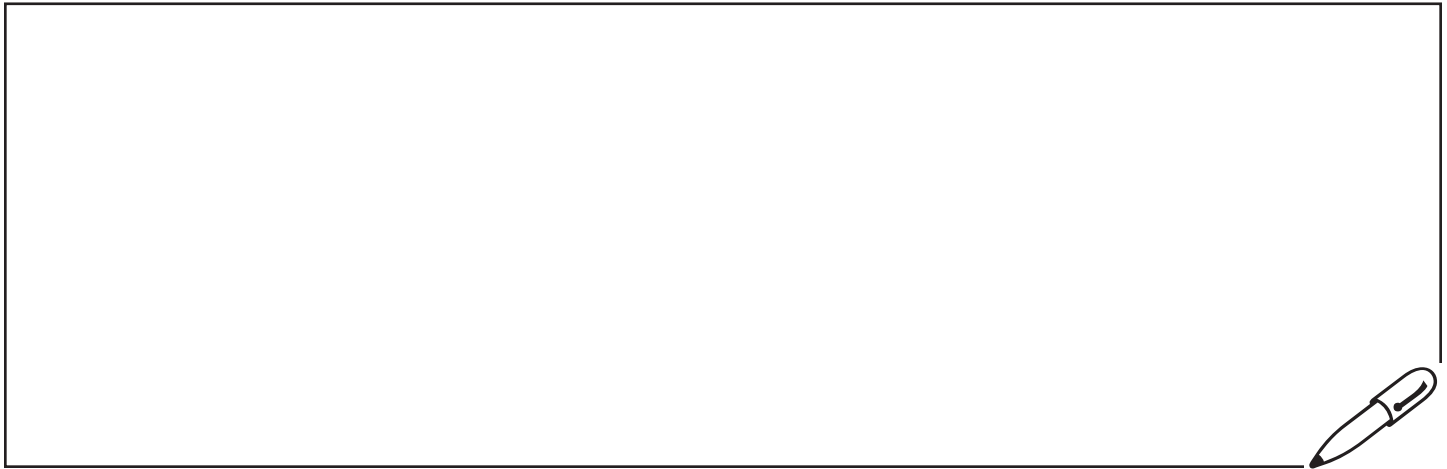
Gender: Male

Save Cancel

CONTACT Bright from the Start
WSO Assessment Support
by following the instructions on page 69

ROLES

WHAT IS THE ROLE OF THE ASSISTANT TEACHER?



SUFFICIENT DOCUMENTATION

There is NO SET AMOUNT of evidence you should collect.
The amount varies with each child.

SUFFICIENT DOCUMENTATION

The amount of documentation to feel CONFIDENT when making a rating on the Developmental Checklist.

DEVELOPMENTAL CHECKLIST

HOW IS THE DEVELOPMENTAL CHECKLIST ORGANIZED?

DOMAIN
 I. Personal and Social Development

FUNCTIONAL COMPONENT
 B. Self-control

PERFORMANCE INDICATOR
 2. Manages transitions

HOW OFTEN DO I MAKE RATINGS?

Make a few ratings on the children WEEKLY.

Updating ratings on a regular basis gives the teacher more information to use in planning.

HOW DO I MAKE RATINGS?

Click **Guidelines** to see the rationale and examples.

Click **Evidence** to see all observations entered and linked to that indicator.

EVANS, ROBERT
1 Evidence Unlinked

III Mathematical Thinking
A Processes and Practices

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[Next >](#)

	Guidelines	Evidence	NY	IP	PRO	NA	DNO
1 Begins to make sense of problems and uses simple strategies to solve them	?	2	✓	✓	✓	✓	✓
2 Reasons quantitatively and begins to use some tools	?	0	✓	✓	✓	✓	✓

DEVELOPMENTAL CHECKLIST

WHAT ARE THE RATINGS?

Not yet: the skill, knowledge or behavior has not been demonstrated

NY

A rating of not yet means you have taught the child and given them multiple opportunities to learn this skill, yet the child is unable to exhibit behavior that shows his understanding.

In process: the skill, knowledge or behavior is emergent and not demonstrated consistently

IP

A rating of in process is very common with young children. You see the child demonstrate the skill one week and then they are unable to do it again. This skill is not firmly in place and the teacher should continue giving the child opportunities to practice.

Proficient: the skill, knowledge or behavior is firmly within the child's range of performance

P

A rating of proficient means the child has a clear understanding and is able to exhibit this skill repeatedly. Once children are proficient, it is good practice to refer to the Kindergarten Guidelines to see what you should be teaching next for the child to continue progressing. Proficiency does not mean mastery.

There are two ratings you can use in special circumstances.

Not applicable: used when a child has an IEP

NA

This rating is used if the child has an IEP or for the new ELL indicators for native English speakers.

Did not observe: used when an indicator has not been observed

DNO

Use this rating if a child enters your classroom late in the year and it is not reasonable for you to teach and assess all indicators.

RATING ELL INDICATORS

- use N/A for ELL indicators for native English speakers
- ELL indicators should be rated according to the student's acquisition of **ENGLISH**, not their home language
- rate ELL students' skills on all 7 domains using the child's **PREFERRED** language



DEVELOPMENTAL CHECKLIST

HOW WOULD YOU RATE?

MADDIE

10/23/14

N

Blows large bubbles through wand. M - Look, I made a big one! T - You did make a big one. M - Watch. I do again. T - Let's see if you can make it even bigger. M - Smiles at me. Blows and no bubbles. Tries again, makes a few big ones, laughs, says - real big and tries again.

11/01/14

N

4 pegs are in holes on the board for #4 when he removes from bin. Takes handful of pegs from bowl to begin, places them beside board. Tries to remove existing 4 pegs - 3 come out easily, 1 is stuck. Uses peg to try to remove stuck peg. T - I see you are using a peg as a tool to get that peg unstuck. M - Yep. Pushes it hard against peg in holes, lifts up, grunts w/effort (trying to pull it out of hole), tries several times, changes hands and pegs (tools). He is quiet, I am saying what I see him doing. Puts "tool" peg down, grasps peg w/ hand, tugs hard, it comes out. T - Wow! You used trial and error to get that peg unstuck. M - It was hard. And then begins putting pegs in a row.

IV Scientific Thinking

« Previous Next »

A Inquiry Skills and Practices

Guidelines

Evidence

NY

IP

PRO

NA

DNO

2 Uses senses and simple tools to explore solutions to problems



KAHLID



9/23

P

Kahlid drew squiggles on the page and said, "I play Angry Birds on my Mom's iPhone. This is the pig that stole the birds' eggs."

8/17/14

N

Kahlid played Logo Bingo during small group. When asked to find the McDonald's logo, he placed his chip on the Publix logo. The teacher asked Kahlid to point to and name the logos that he recognized, he looked at the game board and wrinkled his eyebrows and said, "Miss Roxy, can I go play with the blocks now?"

10/27/14

N

In the dramatic play center, Kahlid served as the order taker at Starbucks. He scribbled lines on the notepad and handed them to Lexie who read them and made the customers' drinks.

II Language and Literacy

« Previous Next »

D Writing

Guidelines

Evidence

NY

IP

PRO

NA

DNO

3 Understands purposes for writing



DEVELOPMENTAL CHECKLIST

The expectation is to rate all 73 indicators each reporting period.

MYTH	FACT
Children cannot be marked “proficient” during Period 1.	Children begin Pre-K at varying ages and experiences. Be sure to read the rationale to determine the exact meaning of performance indicators. If a child is “proficient,” mark him “proficient.”
You should rate all children “in process” Period 1 and “proficient” Period 2.	Read the rationale and rate each child according to his progress.
Children cannot be “proficient” in Period 1 and “in process” Period 2.	Developmental guidelines describe expectations for the indicators, but ratings are also based on a teacher’s expectations for a time of year. For example, a child who is making some letter like symbols in the Fall might be marked as “proficient”. A teacher would expect a child to make progress in the Spring and form some letters, most likely in his name. If not, the child may be rated “in process.”

For step-by-step instructions on how to create a checklist go to page 55.

DEVELOPMENTAL CHECKLIST

WHAT DO I DO WITH THE CHECKLISTS?

After Period 2, print a copy of the Developmental Checklist and keep it on file for three years.

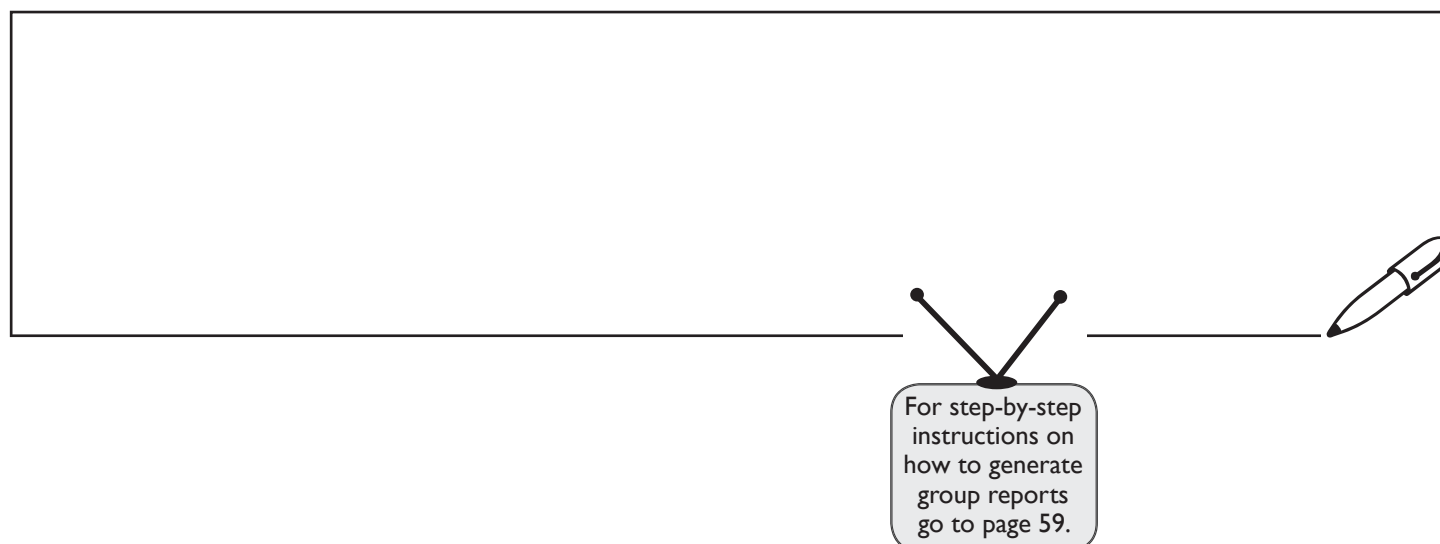
The Developmental Checklist is not shared with parents. The information is used to help you plan and to convey a child's progress in the Narrative Summary Report.

GROUP REPORTS

CONSISTENTLY update ratings on the Developmental Checklist and the information appears in the Group Reports. The Class Ratings Report and the Class Profile Report show progress in each domain.

The **Class Ratings Report** displays ratings next to each child's name for each indicator. The system generates a PDF that looks like a spreadsheet.

The **Class Profile Report** displays children's names under the assigned rating for each indicator. This is a great tool for planning small group.



GROUP REPORTS

HOW CAN I USE GROUP REPORTS TO PLAN LESSONS?

Let's look at this indicator and decide what the teacher should plan.

	NY	IP	PRO	NA	DNO	No Response
2 Uses letter-like shapes, symbols, and letters to convey meaning	2 students Isreal Rodriguez* Millie Helgersen*	9 students Abby Miltello* Cyllie Franklin* Delaney White* Justice Josselson* Keion Williams* Malachi Norman* Marissa Morris* Mason Rice* Simran Kansara*	6 students Baeleigh Wilson* Charlotte Smith* Erin Samot* Jake Holmes* Lily Sechelski* Nathan Mercer*	0 students	0 students	2 students Claire Johnson* Robert Evans*

Proficient

In Process

Small Group Template One		Teacher: Howard		Week of 11/04	
Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: Draw and retell Story of "3 Little Pigs"	Activity: Draw and retell Story of "3 Little Pigs" using story paper	Activity: Draw and retell Story of "3 Little Pigs"	Activity: Draw and retell Story of "3 Little Pigs"	Activity: Read other version of "3 Little Pigs" and compare
	Students: Lily & Millie, Isreal, Cyllie, Delaney	Students: Baeleigh, Charlotte, Jake, Erin, Nathan	Students: Abby, Justice, Malachi, Marissa, Claire	Students: Keion, Mason, Simran, Robert	Students: Baeleigh, Charlotte, Jake, Erin, Nathan
	STANDARD: CLL9.4a	STANDARD: CLL9.4b	STANDARD: CLL9.4a	STANDARD: CLL9.4a	STANDARD: CLL5.4c

Reverse
Correlation

Work Sampling Performance Indicator: D2 Uses letter-like shapes, symbols, and letters to convey meaning.	
GELDS Pre-K Performance Indicators:	
CLL8.4b	Understands that letters form words. Understands that words are separated by spaces in print.
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.
CLL9.4b	Uses writing tools.
CLL9.4d	Writes some letters of the alphabet.

NARRATIVE SUMMARY REPORT

NARRATIVE SUMMARY REPORT

- convey how a child is _____
- children may have _____ ratings, but not the same skills or _____ to learning
- _____ the narrative and show how the child _____ knowledge and skills in the classroom

NEGATIVE

Cedrick screams at his peers and grabs materials and doesn't share with others.

POSITIVE

Cedrick's strengths are his eagerness and curiosity. We are working together to improve his interactions with children and adults, as well as his ability to resolve conflicts.

HELPFUL TIPS FROM PEARSON

When writing the narrative remember to...

- address strengths and areas of concern
- address performance and progress
- be specific and descriptive
- use language from the Developmental Guidelines
- be positive and respectful

For step-by-step instructions on how to create a Narrative Summary Report go to page 61.



FAMILY CONFERENCES

HOW DO I CONDUCT A FAMILY CONFERENCE?

- complete the narrative summary
- plan ahead
- determine the documentation to be shared with families
- paint a clear picture of the child's level of performance
- be positive
- suggest ways to extend learning at home
- get parent/guardian signatures and make a copy to keep on file for three years



TUNE IN to WSO!

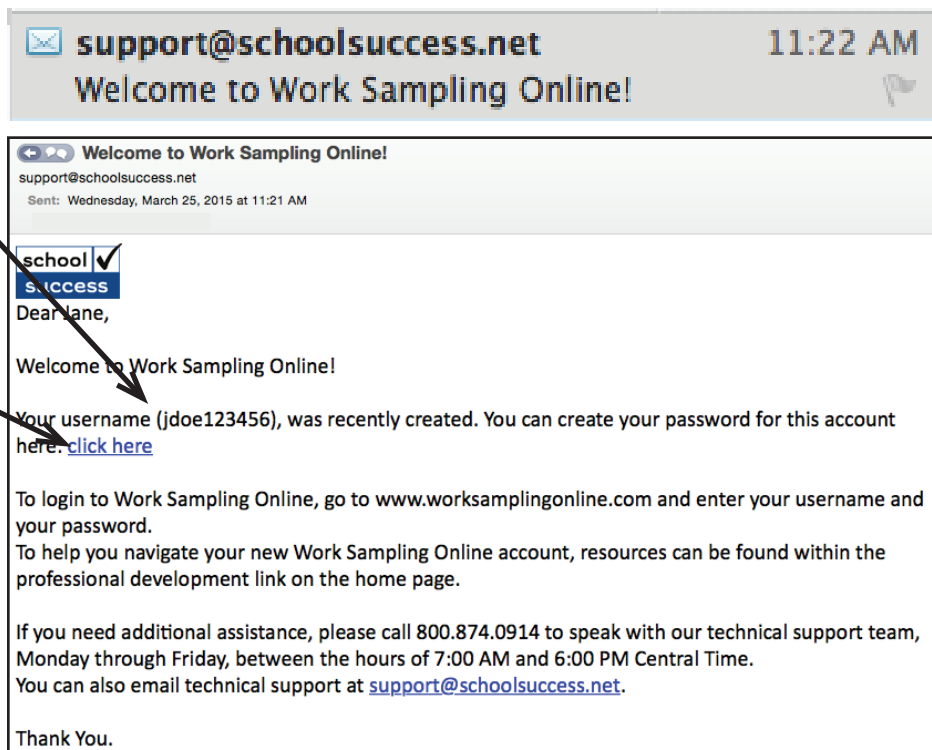


INITIAL SET-UP

You will receive an email from support@schoolsucces.net

Make note of your username

Click the link, **click here**, to set your password



If you do not receive an email from support@schoolsucces.net and you have checked your spam folder, go to page 69 for instructions on how to request support for logging in

Be sure to follow the guidelines

Create your password

Type it again to confirm

Click **Save Password**

The screenshot shows a 'Set Password' form. At the top, it says 'Set Password'. Below that, it provides instructions: 'Passwords must be at least 7 characters long and include at least 1 uppercase and 1 lowercase letter and 1 digit or special character. Previous passwords cannot be reused.' There are two input fields: 'New password:' and 'Confirm password:'. Both fields are masked with dots. A blue button labeled 'Save Password' is at the bottom.

LOGIN AFTER PASSWORD SET

You will receive a message that says your password has been set successfully

Click **Login**

Set Password

Passwords must be at least 7 characters long and include at least 1 uppercase and 1 lowercase letter and 1 digit or special character. Previous passwords cannot be reused.

Password has been set successfully. Please [Login](#)

New password:

Confirm password:

[Save Password](#)

Enter your username and password

Click **Sign In**

Like teaching itself, Work Sampling is constantly evolving!

The Work Sampling System® is a curriculum-embedded, authentic performance assessment for teachers to use to assess young students' development in multiple domains. The program features updated content, based on Common Core and state early learning guidelines and current research in the field of early childhood education. The online system has been redesigned with streamlined functionality and embedded video support to make assessment and reporting easier and more effective.

Learn more about the Work Sampling System.

Sign In

[Forgot Password](#)

[License Agreement](#) | [Privacy Policy](#) | [Contact Us](#)

US Patent Pending

If you do not receive an email from support@schoolsucces.net and you have checked your spam folder, go to page 69 for instructions on how to request support for logging in.

LOGIN

Go to www.worksamplingonline.com

Enter your username and password

Click **Sign In**

RESET PASSWORD

Click **Forgot your password?**

Type username

Click **Send reset link**

Check your email for a message from **support@schoolsucces.net** then follow the steps on page 35. If you do not receive an email in a reasonable amount of time and you have checked your spam folder, go to page 69 for instructions on how to request support.

LICENSE AGREEMENT

The first time you login you will see this License Agreement, read and scroll to bottom

WORK SAMPLING ONLINE/ OUNCE ONLINE LICENSE AGREEMENT

Last Revised: December 18, 2012

PLEASE READ THIS AGREEMENT CAREFULLY AND COMPLETELY. THIS LEGAL AGREEMENT BETWEEN YOU, AS EITHER AN INDIVIDUAL, OR A SINGLE BUSINESS ENTITY ("LICENSEE", "YOU", "USER") AND NCS PEARSON, INC., THROUGH ITS CLINICAL ASSESSMENT BUSINESS ("PEARSON"), GOVERNS YOUR ACCESS TO EITHER THE WORK SAMPLING ONLINE OR OUNCE ONLINE (THE "SYSTEM") AND YOUR USE OF THE FEE-BASED ONLINE MANAGEMENT AND REPORTING TOOLS IN CONNECTION WITH STUDENT ASSESSMENT DATA THROUGH THE SYSTEM PROVIDED BY PEARSON (THE "SERVICES").

IF YOU PROCEED TO REGISTER, ACCESS, USE, PRINT, OR DISPLAY ANY PART OF THE SYSTEM OR THE SERVICES, THEN YOU AGREE TO BE BOUND BY THIS AGREEMENT. IF YOU DO NOT AGREE, THEN YOU ARE NOT PERMITTED TO, NOR SHOULD YOU, ACCESS, USE, PRINT, OR DISPLAY ANY PART OF THE SYSTEM OR THE SERVICES.

The System and Services are provided to schools and license/program/site administrators, teachers, parents and other authorized school officials once they register for this System and the Services. Licensee/User represents (for Licensee/User's school or district) that Licensee/User has read and understand this License Agreement, that Licensee/User is an authorized representative of its school or district and that Licensee/User (on behalf of its school or district) agrees to be bound by them. If Licensee/User does not agree, Licensee/User will not be able to register on the System. By agreeing to this License Agreement and by using the System, Licensee/User agrees to use our Services in a manner consistent with all applicable laws and regulations and in accordance with this License Agreement. We may revise this License Agreement at any time by updating this posting. We may also use de-identified data for research or normative purposes. We will not sell your information to any third party. Please check these terms periodically for revisions. Revisions become effective when posted, and Licensee/User's continued use of the System following the posting of revisions to these terms, including the Privacy Policy will indicate Licensee/User's acceptance of these revisions.

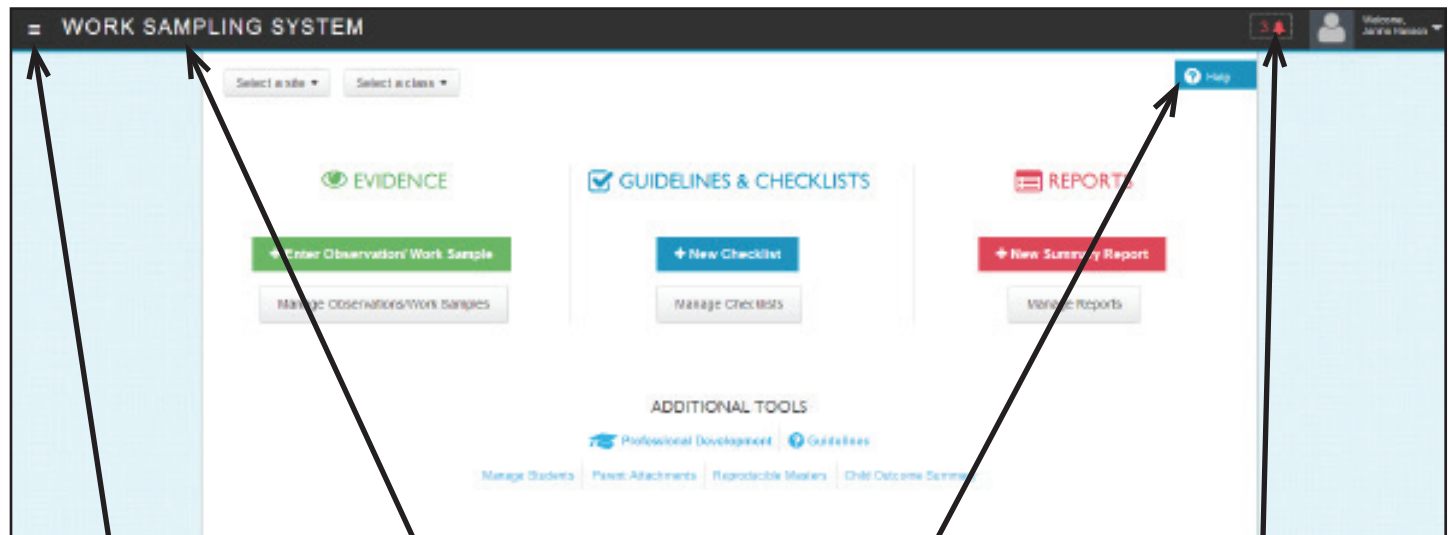
Check the box

☒ Please indicate your agreement with the terms of this agreement by clicking on the corresponding button below

Accept Decline Print

Click **Accept**

HOME SCREEN



Home menu

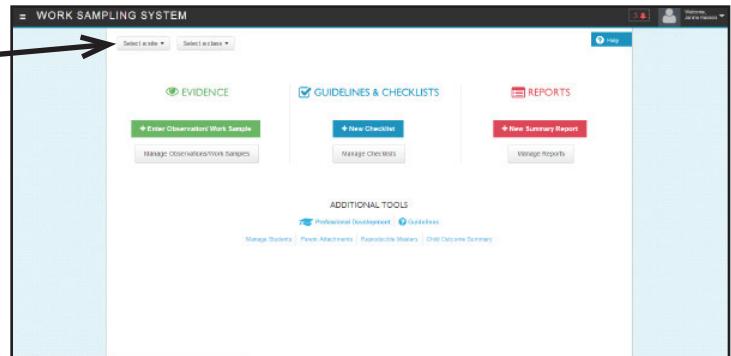
Link to Home Screen

Help on every page

Check for Alerts

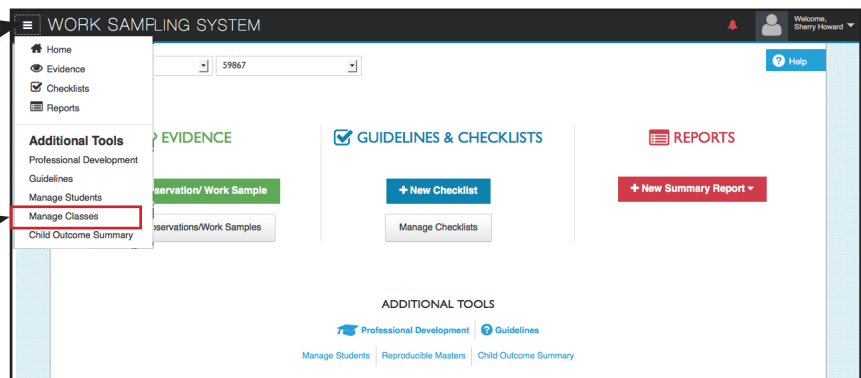
MANAGE CLASSES CREATE A CLASS

Choose your site



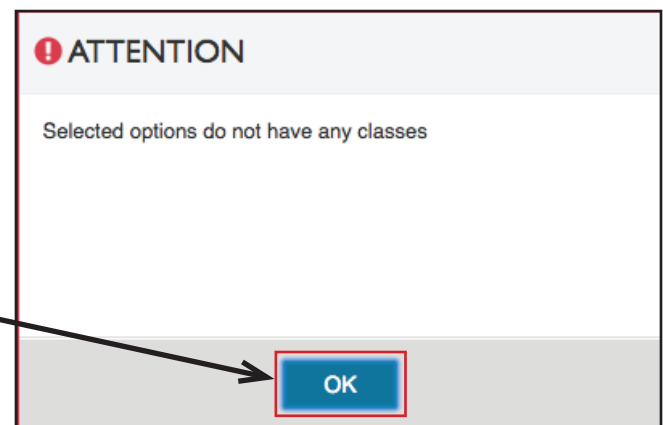
Click the Home menu icon

Click **Manage Classes**

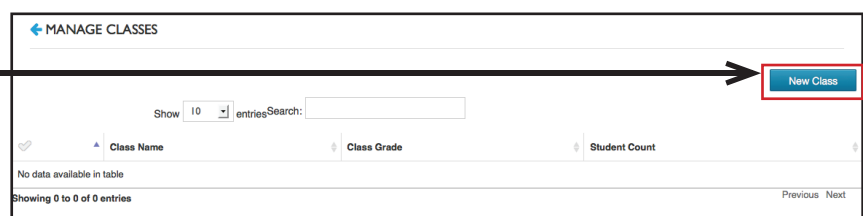


You will receive this message

Click **OK**



Click **New Class**



MANAGE CLASSES CREATE A CLASS

Your director/administrator will be able to provide your official PANDA roster.

Enter the 5 digit **PANDA Class** number from your roster into the **Class Name** field

Enter **Grade Level** (Preschool 4)

Click **Save**

Georgia State University Research Foundation, Inc.

Year 2013 - 2014

Site Lanette L. Suttles Child Development Center

Count 9/5/2013

Due 9/12/2013

Class 59586

Summary Totals

Kids 21

Category One 0

Trans & Cat.1 0

Lead Teacher

Bostic Quintin

Certified (ECE, ELEM)

No

T-4

1.00

0.00

8/1/2013

38984

Last Name First Name Credential T & E Eligible Training level Frozen Training level Creditable Years Experience Frozen Years Experience Instruction Begin Date Instruction End Date Teacher ID

Last Name First Name Credential T & E Eligible Training level Frozen Training level Creditable Years Experience Frozen Years Experience Instruction Begin Date Instruction End Date Teacher ID

Last Name First Name Credential T & E Eligible Training level Frozen Training level Creditable Years Experience Frozen Years Experience Instruction Begin Date Instruction End Date Teacher ID

Assistant Teacher

Howard Ansley

TCD

4.00

8/1/2013

18757

Last Name First Name Credential Creditable Years Experience Instruction Begin Date Instruction End Date Teacher ID

Last Name First Name Credential Creditable Years Experience Instruction Begin Date Instruction End Date Teacher ID

Last Name First Name Credential Creditable Years Experience Instruction Begin Date Instruction End Date Teacher ID

ADD CLASS

► = Required

► Class Name:

59586

Associated Teacher :

Select Teacher

► Grade Level:

Preschool 4

Save

Cancel

DO NOT use your name as the class name.
Only use the 5 digit number found on your roster.

You will see your class name when you go to Manage Classes

MANAGE CLASSES

Now Class

Class Name	Class Grade	Associated Teacher(s)	Student Count
59586	Preschool 4	Jane Doe	-

Showing 1 to 1 of 1 entries

Show 10 entries

First Previous 1 Next Last

Some exceptions may include inclusion teachers, Montessori teachers, etc. If you are unsure, ask your Pre-K consultant or see instructions on page 69 to request support.

MANAGE STUDENTS ADD STUDENTS

Select your Site

Select your Class

Click **Manage Students**

You will receive this message

Click **OK**

If you are a lead teacher,
Click **Add Student**

If you are an inclusion teacher,
Click **Add Existing Student**

MANAGE STUDENTS ADD STUDENTS

Your director/administrator will be able to provide your official PANDA roster.

Georgia State University Research Foundation, Inc. Year 2013 - 2014

Site Lanette L. Suttles Child Development Center Count 9/5/2013

Class 59586 Due 9/12/2013

Summary Totals									
# Kids	21								
# Category One	0								
# Trans & Cat. 1	0								

Lead Teacher

Last Name	First Name	Certified (ECE, ELEM)	No T-4 Eligible	Training level	Frozen Training level	Credible Years Experience	Frozen Years Experience	Instruction Begin Date	Instruction End Date	Teacher ID
Bostic	Quintin					1.00	0.00	8/1/2013		38984

Assistant Teacher

Last Name	First Name	Certified (ECE, ELEM)	No T-4 Eligible	Training level	Frozen Training level	Credible Years Experience	Frozen Years Experience	Instruction Begin Date	Instruction End Date	Teacher ID
Howard	Ansley			TCD		4.00		8/1/2013		18757

Students

Last Name	First Name	Middle Name	Student ID	GTID	Birth Date	MF	Multi Birth 1/2/3/4	Trans Y/N	Socio/ Eco	Race Group	Ethnicity	LLP Y/N	Funding	Attend. Begin Date	Attend. End Date	
Brooks	Hakeem	All	930216	940-520-1506	5/18/2009	M	1	N	2	African American	Not Hispanic/Latino	N	N	Lottery	8/19/2013	

Use the Student ID column to enter the child's **PANDA Student ID**

Use the information on your roster to enter

- First Name
- Last Name
- Gender
- Birthday
- Ethnicity
- Grade

ADD STUDENT

▶ = Required

▶ PANDA Student ID:

Nickname:

▶ First Name:

Middle Name:

▶ Last Name:

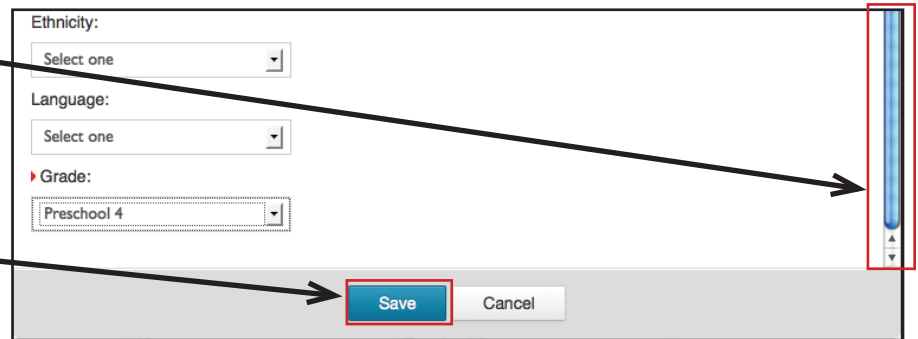
▶ Gender:

▶ Birthday:

MANAGE STUDENTS ADD STUDENTS

Be sure to scroll down to enter the child's **Ethnicity** and the **Grade** as Preschool 4

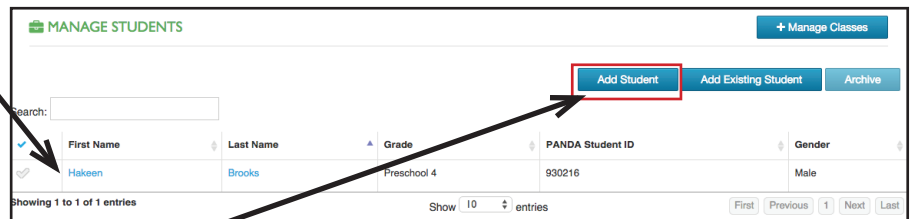
Click **Save**



This screenshot shows the 'ADD STUDENT' form. It includes dropdown menus for 'Ethnicity' (labeled 'Select one'), 'Language' (labeled 'Select one'), and 'Grade' (labeled 'Preschool 4'). At the bottom, there are 'Save' and 'Cancel' buttons. A red box highlights the 'Save' button. A vertical scrollbar on the right side of the form is also highlighted with a red box. Arrows from the text boxes point to the 'Save' button and the scrollbar.

You will see the child's name under Manage Students

Click **Add Student** and repeat steps on pages 41-43 for all the children on your roster who are physically in your class



This screenshot shows the 'MANAGE STUDENTS' interface. It includes a search bar, a table of student information, and buttons for 'Add Student', 'Add Existing Student', and 'Archive'. The 'Add Student' button is highlighted with a red box. An arrow from the text box points to this button. The table contains one entry for a student named Hakeen Brooks, who is in Preschool 4, has a PANDA Student ID of 930216, and is Male. The table has columns for First Name, Last Name, Grade, PANDA Student ID, and Gender. At the bottom, it says 'Showing 1 to 1 of 1 entries' and 'Show 10 entries'.

First Name	Last Name	Grade	PANDA Student ID	Gender
Hakeen	Brooks	Preschool 4	930216	Male

MANAGE STUDENTS

ERROR MESSAGES WHEN ADDING STUDENTS

If you receive an error message saying the **Record with Student PANDA ID already exists...**

The screenshot shows the 'ADD STUDENT' form with the following fields and values:

- PANDA Student ID: 023491
- Nickname: (empty)
- First Name: Elizabeth
- Middle Name: (empty)
- Last Name: Smith
- Gender: Female

An error message is displayed in a red box: "Record with PANDA Student ID '023491' already exists." At the bottom, there are 'Save' and 'Cancel' buttons. An arrow points from the error message box to the 'Cancel' button.

DO NOT add this child.
Click **Cancel**

If you receive a pop up message that says, **Attention! A student with the name already exists in this license. Do you still want to add a student with the same name?...**

The screenshot shows the 'ADD STUDENT' form with the following fields and values:

- PANDA Student ID: 943827
- Nickname: (empty)
- First Name: Nathan
- Middle Name: (empty)
- Last Name: Evans
- Gender: Male
- Birthday: 2010 April 03

A pop-up message box titled "ATTENTION" is displayed over the form. The message reads: "A student with name Nathan Evans already exists in this license. Do you still want to add a student with the same name?" The pop-up has 'OK' and 'Cancel' buttons. An arrow points from the 'Cancel' button in the pop-up to the 'Cancel' button at the bottom of the form.

DO NOT add this child.
Click **Cancel**, then **Cancel** again

To determine how to proceed, go to Bright from the Start support request screen by following the instructions on page 69.

MANAGE STUDENTS ARCHIVE STUDENTS

IMPORTANT: Be sure to **ARCHIVE** a student as soon as the child leaves your class permanently.

Select your Site

Select your Class

Click **Manage Students**

WORK SAMPLING SYSTEM

Training Academy | 59867

EVIDENCE | GUIDELINES & CHECKLISTS | REPORTS

+ Enter Observation/ Work Sample | + New Checklist | + New Summary Report

Manage Observations/Work Samples | Manage Checklists

ADDITIONAL TOOLS

Professional Development | Guidelines

Manage Students | Reproducible Masters | Child Outcome Summary

Select a student by clicking the check mark next to their name

Click **Archive**

MANAGE STUDENTS

Add Student | Add Existing Student | Delete Student | Archive

Search:

	First Name	Last Name	Grade	GTID	Gender
<input checked="" type="checkbox"/>	Robert	Evans	Preschool 4	-	Male
<input type="checkbox"/>	Cylie	Franklin	Preschool 4	-	Female
<input type="checkbox"/>	Helgeson		Preschool 4	-	Female
<input type="checkbox"/>	Jake	Holmes	Preschool 4	-	Male

Click **OK**

! ATTENTION

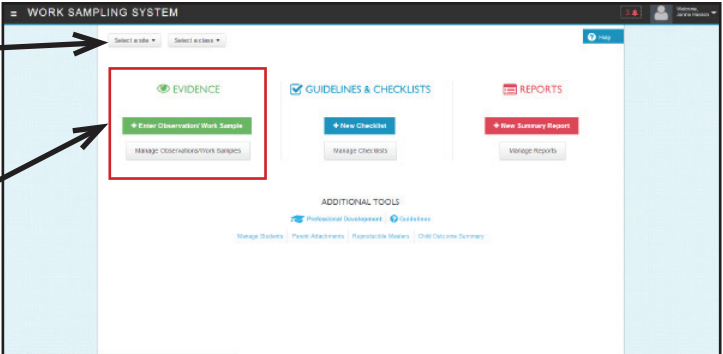
Are you sure you want to archive the selected student(s) from this group?

OK | Cancel

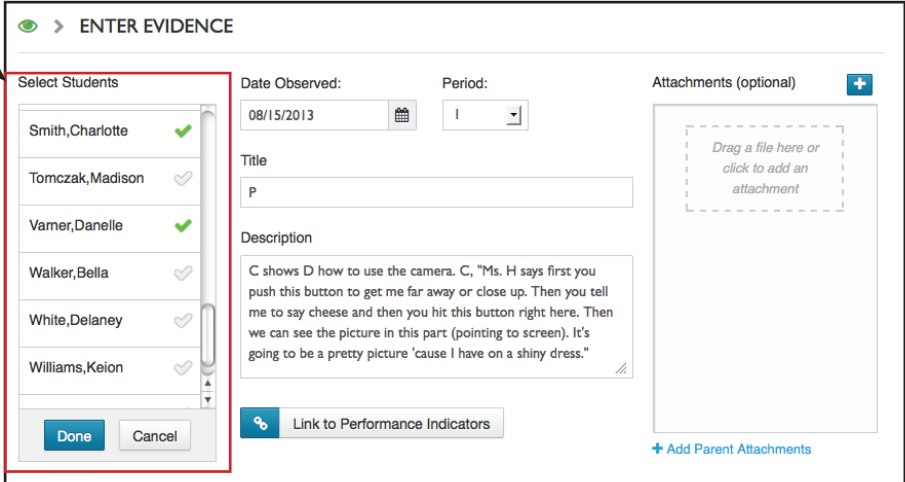
ENTER EVIDENCE

Select your **Site** and **Class**

Click **+Enter Observation/Work Sample**



Choose the student or students



ENTER EVIDENCE

Select Students:

- Smith,Charlotte ✓
- Tomczak,Madison ✓
- Vamer,Danelle ✓
- Walker,Bella ✓
- White,Delaney ✓
- Williams,Keion ✓

Done Cancel

Date Observed: 08/15/2013 Period: 1

Title: P

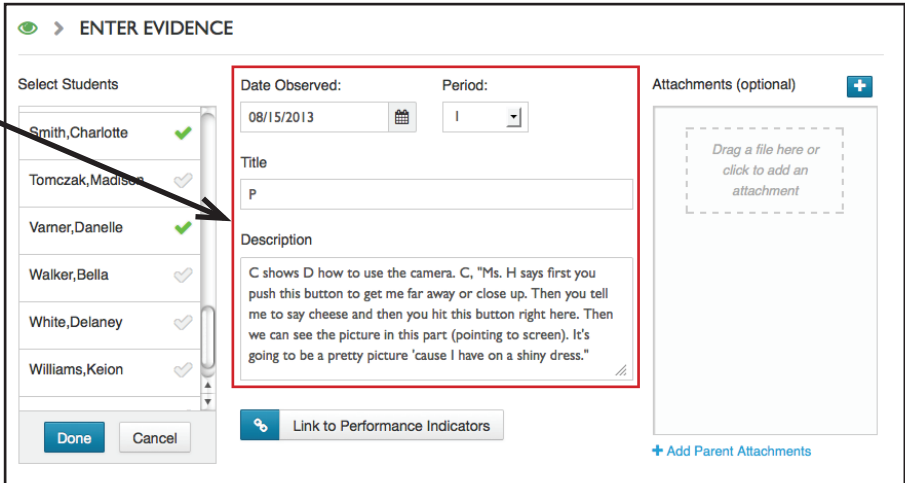
Description: C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress."

Link to Performance Indicators

Attachments (optional): Drag a file here or click to add an attachment

+ Add Parent Attachments

Enter:
 -**Date Observed**
 -**Period**
 -**Title (N, M, P, WS, A, V)**
 -**Description**



ENTER EVIDENCE

Select Students:

- Smith,Charlotte ✓
- Tomczak,Madison ✓
- Vamer,Danelle ✓
- Walker,Bella ✓
- White,Delaney ✓
- Williams,Keion ✓

Done Cancel

Date Observed: 08/15/2013 Period: 1

Title: P

Description: C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress."

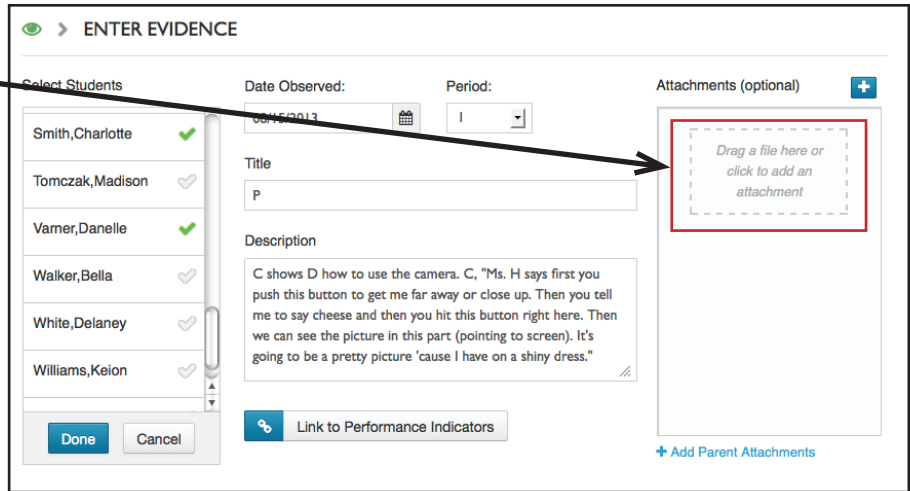
Link to Performance Indicators

Attachments (optional): Drag a file here or click to add an attachment

+ Add Parent Attachments

ENTER EVIDENCE

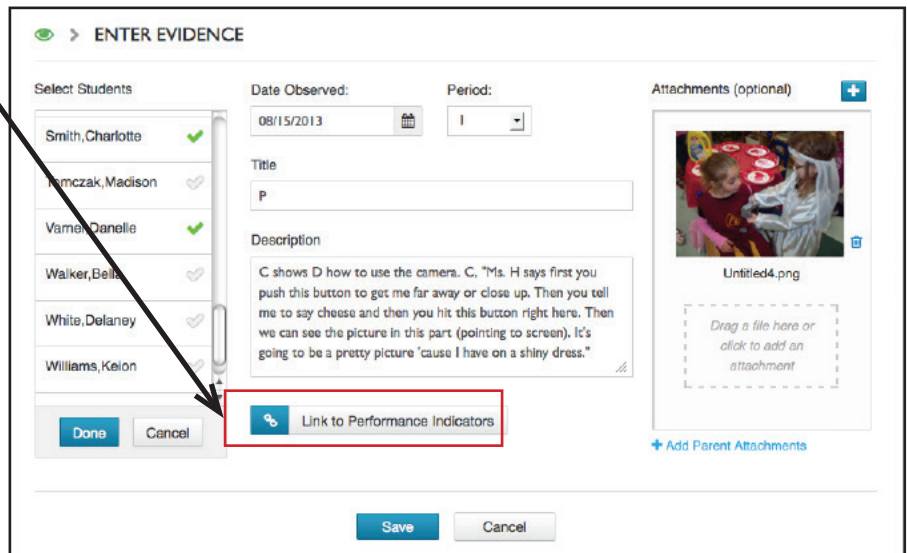
If there is an attachment, **drag the file** into this box or click the box to browse for the file



The screenshot shows the 'ENTER EVIDENCE' interface. On the left, a 'Select Students' list includes Charlotte Smith, Madison Tomczak, Danelle Varner, Bella Walker, Delaney White, and Keion Williams. The main form contains fields for 'Date Observed' (06/15/2013), 'Period' (1), 'Title' (P), and a 'Description' text area. A red dashed box in the 'Attachments (optional)' section contains the text 'Drag a file here or click to add an attachment'. An arrow points from the instruction box to this red dashed box. At the bottom right, there is a '+ Add Parent Attachments' link.

LINK EVIDENCE

Click **Link to Performance Indicators**




ENTER EVIDENCE

Select Students: ☐ Smith, Charlotte ☐ Janczak, Madison ☐ Varner, Danelle ☐ Walker, Bella ☐ White, Delaney ☐ Williams, Keion

Date Observed: 08/15/2013 Period: I

Title: P

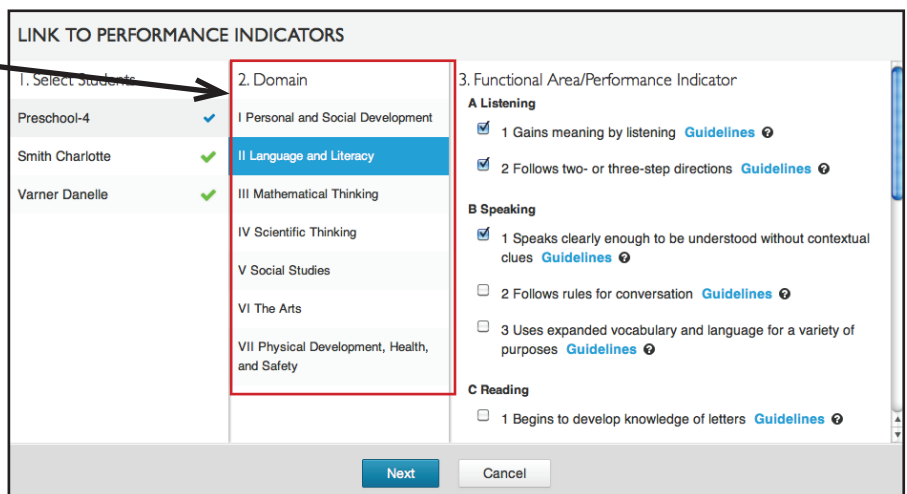
Description: C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress."

Attachments (optional): 
 Drag a file here or click to add an attachment

[Add Parent Attachments](#)

[Link to Performance Indicators](#) [Save](#) [Cancel](#)

Choose the **Domain**



LINK TO PERFORMANCE INDICATORS

I. Select Students: ☐ Preschool-4 ☐ Smith Charlotte ☐ Varner Danelle

2. Domain:
 I Personal and Social Development
 II Language and Literacy
 III Mathematical Thinking
 IV Scientific Thinking
 V Social Studies
 VI The Arts
 VII Physical Development, Health, and Safety

3. Functional Area/Performance Indicator:
 A Listening
 ☒ 1 Gains meaning by listening [Guidelines](#)
 ☒ 2 Follows two- or three-step directions [Guidelines](#)
 B Speaking
 ☒ 1 Speaks clearly enough to be understood without contextual clues [Guidelines](#)
 ☐ 2 Follows rules for conversation [Guidelines](#)
 ☐ 3 Uses expanded vocabulary and language for a variety of purposes [Guidelines](#)
 C Reading
 ☐ 1 Begins to develop knowledge of letters [Guidelines](#)

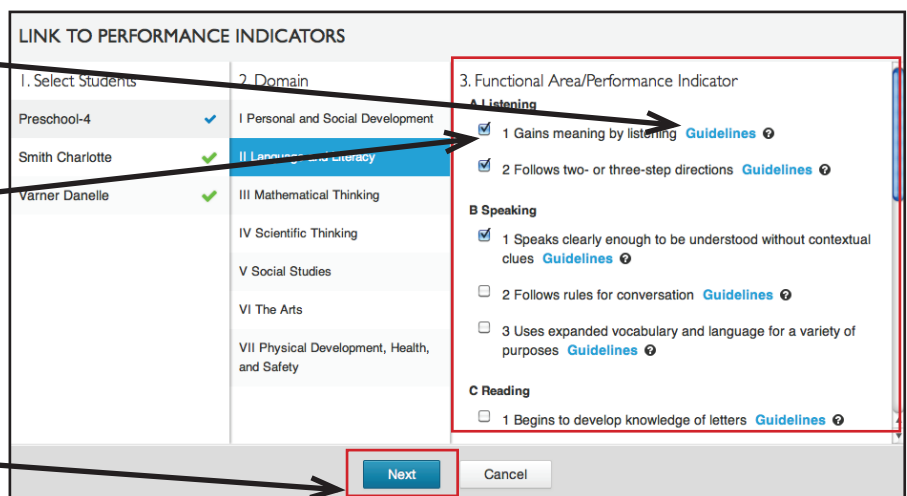
[Next](#) [Cancel](#)

Click the **Guidelines** link to review the rationale

Check the **Performance Indicator**

If appropriate, move to a different domain and choose more indicators

Click **Next**



LINK TO PERFORMANCE INDICATORS

I. Select Students: ☐ Preschool-4 ☐ Smith Charlotte ☐ Varner Danelle

2. Domain:
 I Personal and Social Development
 II Language and Literacy
 III Mathematical Thinking
 IV Scientific Thinking
 V Social Studies
 VI The Arts
 VII Physical Development, Health, and Safety

3. Functional Area/Performance Indicator:
 A Listening
 ☒ 1 Gains meaning by listening [Guidelines](#)
 ☒ 2 Follows two- or three-step directions [Guidelines](#)
 B Speaking
 ☒ 1 Speaks clearly enough to be understood without contextual clues [Guidelines](#)
 ☐ 2 Follows rules for conversation [Guidelines](#)
 ☐ 3 Uses expanded vocabulary and language for a variety of purposes [Guidelines](#)
 C Reading
 ☐ 1 Begins to develop knowledge of letters [Guidelines](#)

[Next](#) [Cancel](#)

LINK EVIDENCE

You have the options to **Edit** or **Delete**

LINK TO PERFORMANCE INDICATORS

Students : Smith Charlotte
II Language and Literacy > A Listening > 1 Gains meaning by listening

Students : Varner Danelle
II Language and Literacy > A Listening > 1 Gains meaning by listening

Students : Smith Charlotte
II Language and Literacy > A Listening > 2 Follows two- or three-step directions

Students : Varner Danelle
II Language and Literacy > A Listening > 2 Follows two- or three-step directions

Students : Smith Charlotte
II Language and Literacy > B Speaking > 1 Speaks clearly enough to be understood without contextual clues

Students : Varner Danelle
II Language and Literacy > B Speaking > 1 Speaks clearly enough to be understood without contextual clues

Done Cancel

Click **Done**

Click **Save**

ENTER EVIDENCE

Select Students: Smith,Charlotte ✓ Tomczak,Madison ✓ Varner,Danelle ✓ Walker,Bella ✓ White,Delaney ✓ Williams,Kyson ✓ Wilson,Balelorn ✓

Date Observed: 08/15/2013 Period: 1

Title: P

Description: C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress."

Attachments (optional): Untitled4.png

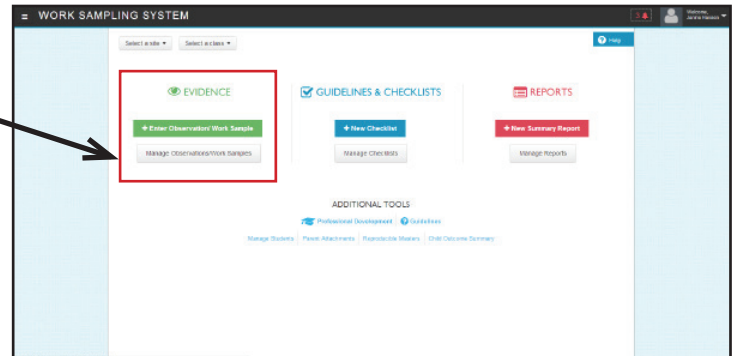
Students : Smith Charlotte
II Language and Literacy > A Listening > 1 Gains meaning by listening

Save Cancel

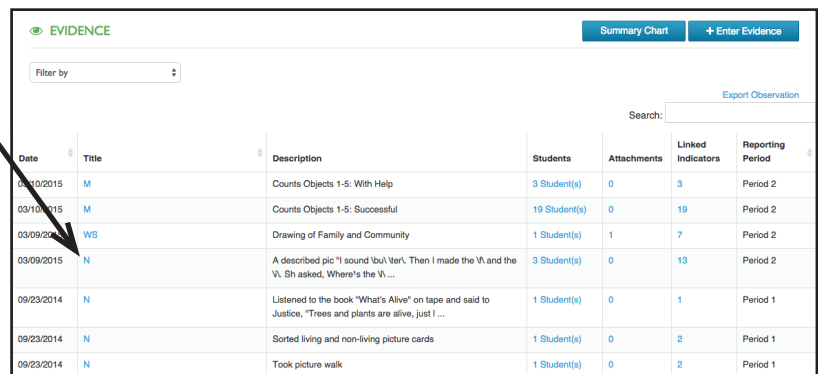
MANAGE OBSERVATIONS/WORK SAMPLES

DELETE OR EDIT OBSERVATIONS

Click **Manage Observations/Work Samples**

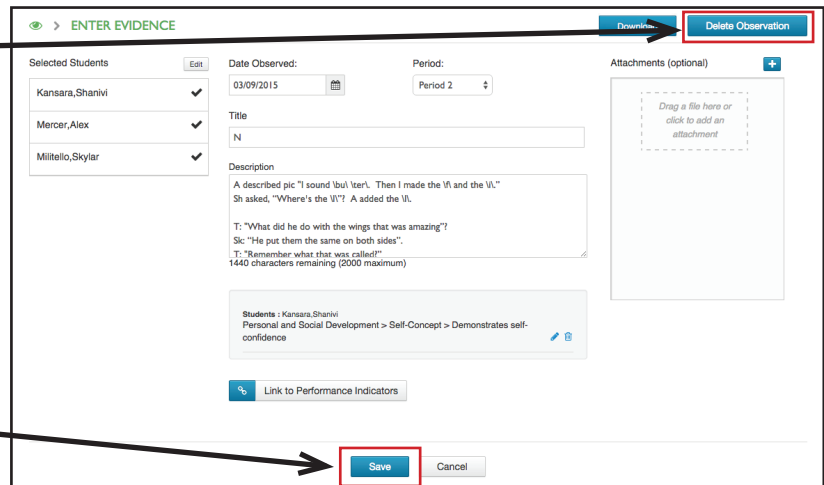


Click the **Title** to display entry



Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	3 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic "I sound 'bu' 'ter'. Then I made the 'h' and the 'l'. Sh asked, 'Where's the 'h'..."	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I..."	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1
09/23/2014	N	Took picture walk	1 Student(s)	0	2	Period 1

Click **Delete Observation**



ENTER EVIDENCE

Selected Students: Kansara,Shanvi ✓, Mercer,Alex ✓, Milletto,Skylar ✓

Date Observed: 03/09/2015, Period: Period 2

Title: N

Description: A described pic "I sound 'bu' 'ter'. Then I made the 'h' and the 'l'. Sh asked, "Where's the 'h'?" A added the 'h'.
T: "What did he do with the wings that was amazing?"
Sk: "He put them the same on both sides".
T: "Remember what that was called?"
1440 characters remaining (2000 maximum)

Attachments (optional): Drag a file here or click to add an attachment

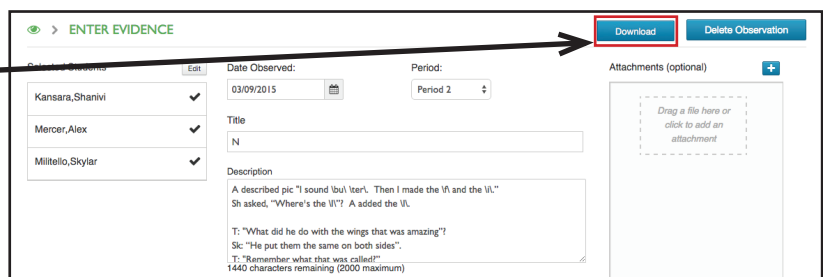
Students: Kansara,Shanvi
Personal and Social Development > Self-Concept > Demonstrates self-confidence

Link to Performance Indicators

Buttons: Save, Cancel, Download, Delete Observation

Or make any necessary changes and click **Save**

Click **Download** to generate a PDF of the observation



ENTER EVIDENCE

Selected Students: Kansara,Shanvi ✓, Mercer,Alex ✓, Milletto,Skylar ✓

Date Observed: 03/09/2015, Period: Period 2

Title: N

Description: A described pic "I sound 'bu' 'ter'. Then I made the 'h' and the 'l'. Sh asked, "Where's the 'h'?" A added the 'h'.
T: "What did he do with the wings that was amazing?"
Sk: "He put them the same on both sides".
T: "Remember what that was called?"
1440 characters remaining (2000 maximum)

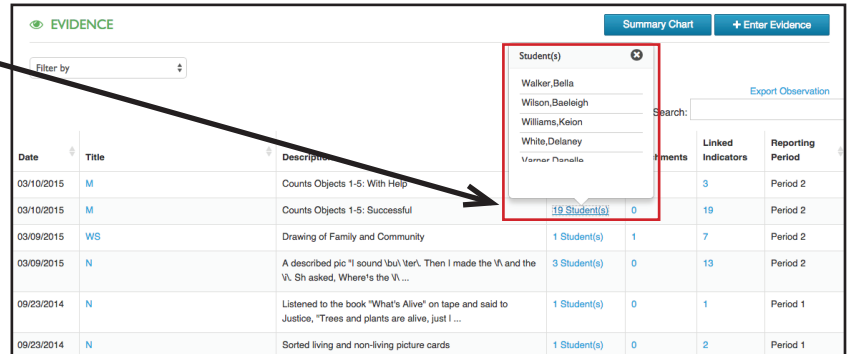
Attachments (optional): Drag a file here or click to add an attachment

Buttons: Download, Delete Observation

MANAGE OBSERVATIONS/WORK SAMPLES

VIEW OR FILTER OBSERVATIONS

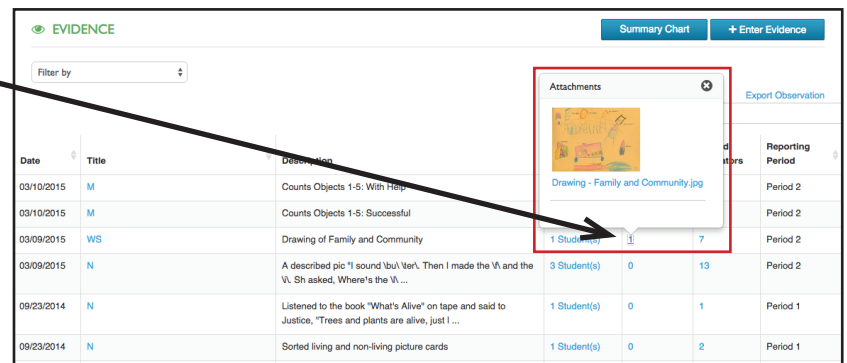
Click the number of students to display names



Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	3 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'ter'. Then I made the 'A' and the 'A'. Sh asked, Where's the 'A'...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1

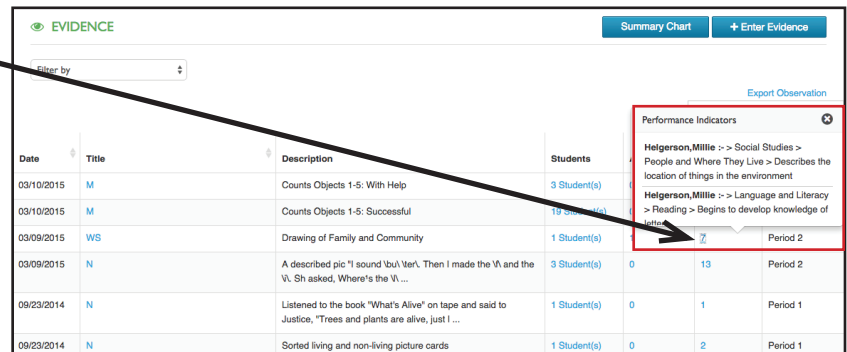
Click the number of attachments to display a thumbnail

Click the file name to enlarge



Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	3 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'ter'. Then I made the 'A' and the 'A'. Sh asked, Where's the 'A'...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1

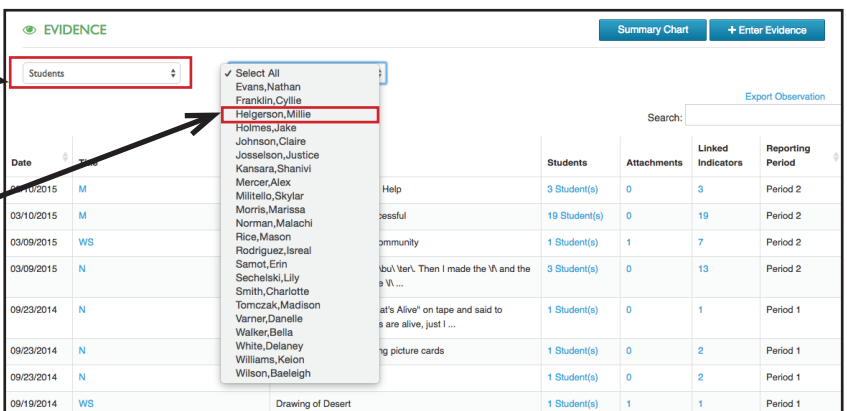
Click the number of linked indicators to review



Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	3 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'ter'. Then I made the 'A' and the 'A'. Sh asked, Where's the 'A'...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1

Select Filter by **Students**

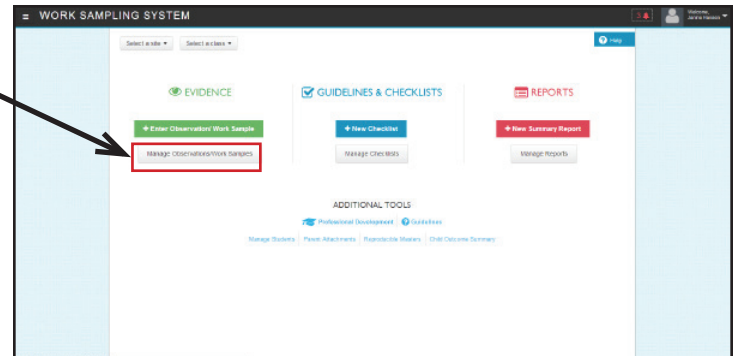
Select a child to view only her evidence



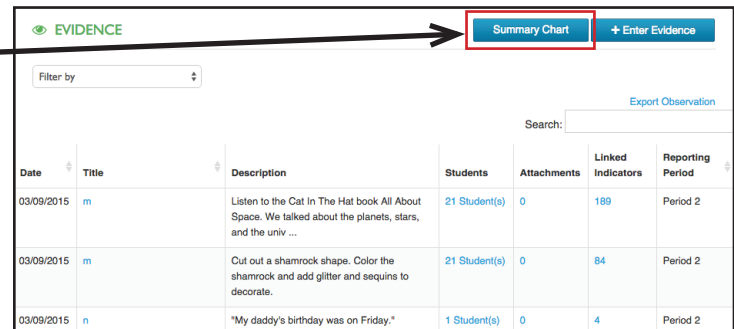
Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	3 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'ter'. Then I made the 'A' and the 'A'. Sh asked, Where's the 'A'...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1
09/19/2014	WS	Drawing of Desert	1 Student(s)	1	1	Period 1

OBSERVATION SUMMARY CHART

Click **Manage Observations/ Work Samples**

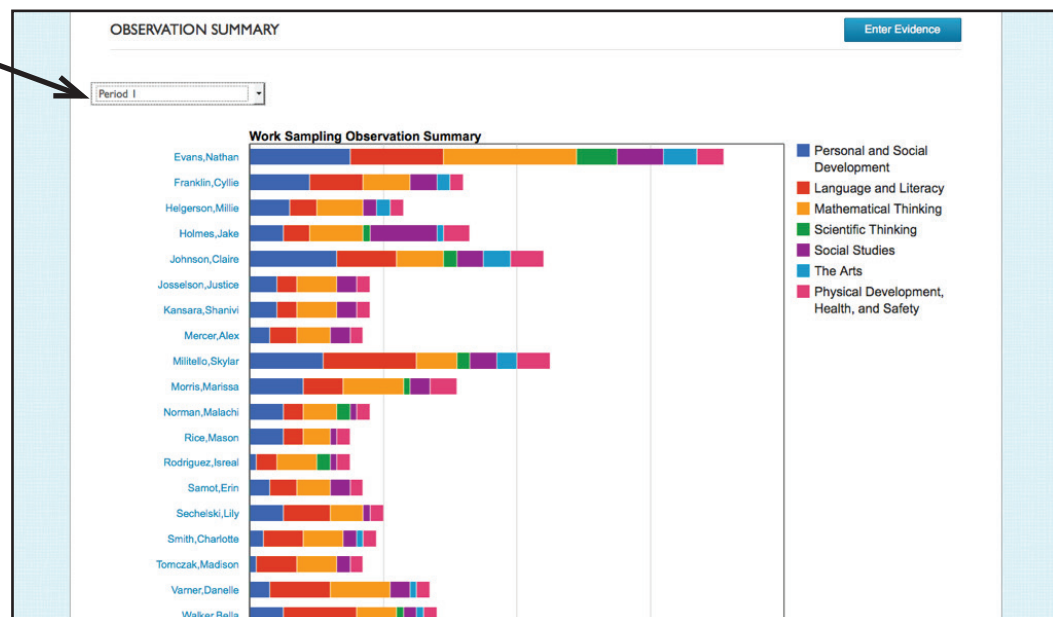


Click **Summary Chart**



Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/09/2015	m	Listen to the Cat In The Hat book All About Space. We talked about the planets, stars, and the univ ...	21 Student(s)	0	189	Period 2
03/09/2015	m	Cut out a shamrock shape. Color the shamrock and add glitter and sequins to decorate.	21 Student(s)	0	84	Period 2
03/09/2015	n	"My daddy's birthday was on Friday."	1 Student(s)	0	4	Period 2

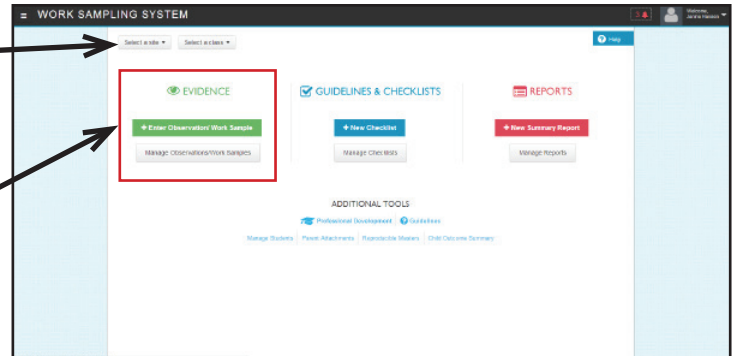
Choose the Period



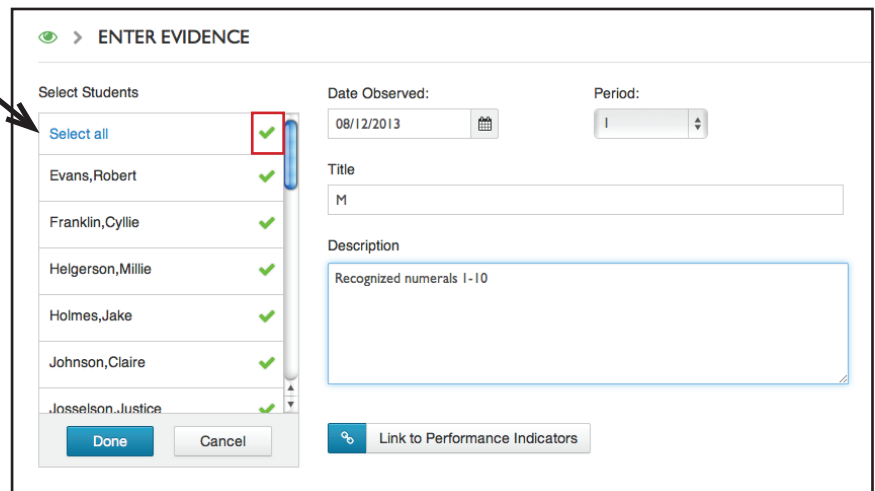
ENTER EVIDENCE MATRICES

Select your **Site** and **Class**

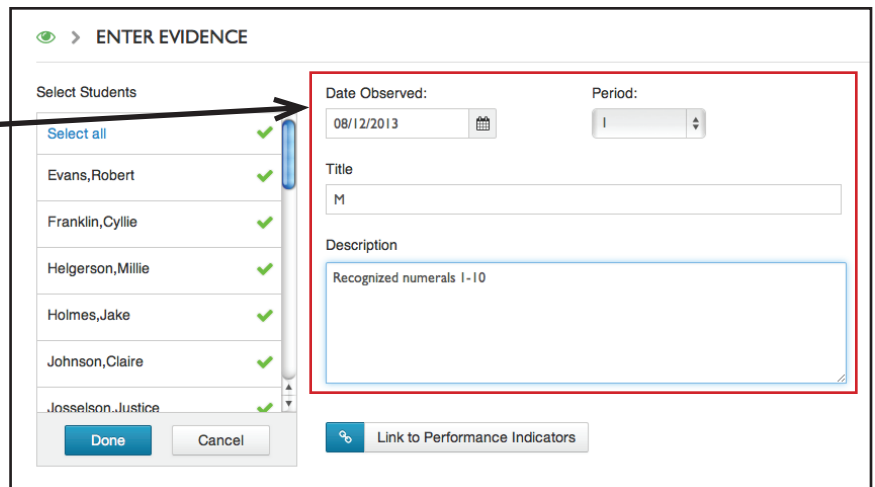
Click **+Enter Observation/
Work Sample**



Check **Select All** or choose
students

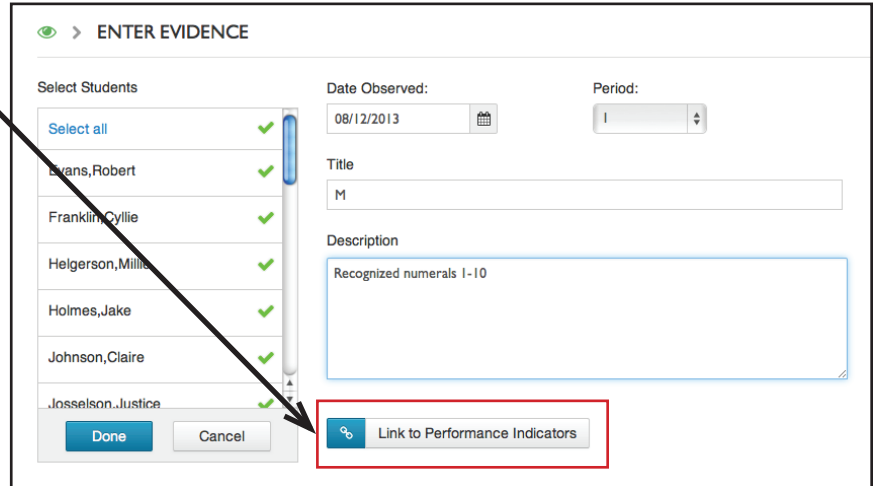


Enter:
-**Date Observed**
-**Period**
-**Title (M)**
-**Description**



LINK EVIDENCE MATRICES

Click **Link to Performance Indicators**



ENTER EVIDENCE

Select Students: [Select all](#) ✓

Date Observed: 08/12/2013

Period: 1

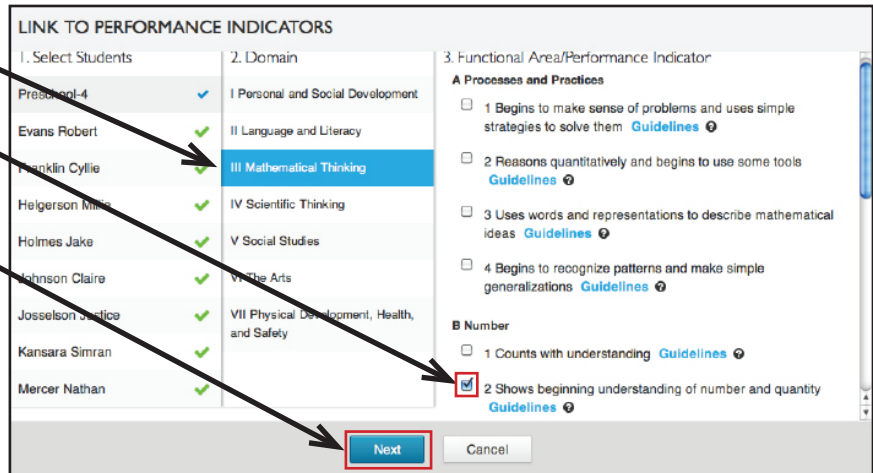
Title: M

Description: Recognized numerals 1-10

[Done](#) [Cancel](#) [Link to Performance Indicators](#)

Choose the **Domain** and check the **Performance Indicator**

Click **Next**



LINK TO PERFORMANCE INDICATORS

1. Select Students: [Preschool-4](#) ✓ [Evans Robert](#) ✓ [Franklin Cyllie](#) ✓ [Helgerson Millie](#) ✓ [Holmes Jake](#) ✓ [Johnson Claire](#) ✓ [Josselson Justice](#) ✓ [Kansara Simran](#) ✓ [Mercer Nathan](#) ✓

2. Domain: [I Personal and Social Development](#) [II Language and Literacy](#) [III Mathematical Thinking](#) [IV Scientific Thinking](#) [V Social Studies](#) [VI The Arts](#) [VII Physical Development, Health, and Safety](#)

3. Functional Area/Performance Indicator

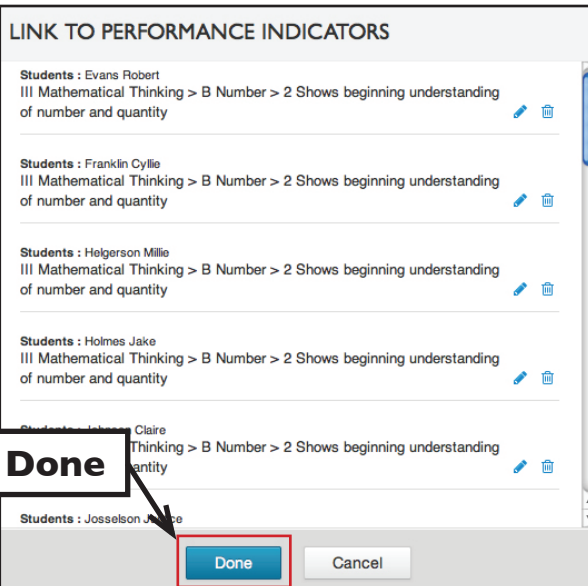
A Processes and Practices

- ☐ 1 Begins to make sense of problems and uses simple strategies to solve them [Guidelines](#)
- ☐ 2 Reasons quantitatively and begins to use some tools [Guidelines](#)
- ☐ 3 Uses words and representations to describe mathematical ideas [Guidelines](#)
- ☐ 4 Begins to recognize patterns and make simple generalizations [Guidelines](#)

B Number

- ☐ 1 Counts with understanding [Guidelines](#)
- ☒ 2 Shows beginning understanding of number and quantity [Guidelines](#)

[Next](#) [Cancel](#)



LINK TO PERFORMANCE INDICATORS

Students : Evans Robert
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

Students : Franklin Cyllie
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

Students : Helgerson Millie
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

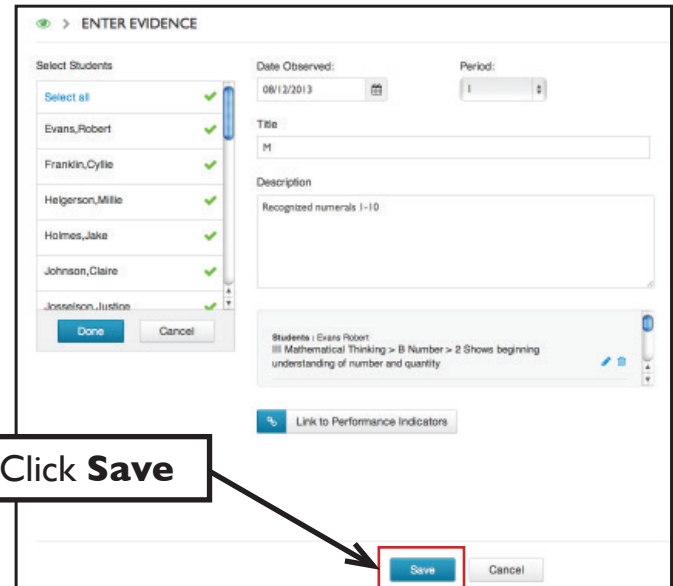
Students : Holmes Jake
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

Students : Johnson Claire
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

Students : Josselson Justice
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

[Done](#) [Cancel](#)

Click **Done**



ENTER EVIDENCE

Select Students: [Select all](#) ✓

Date Observed: 08/12/2013

Period: 1

Title: M

Description: Recognized numerals 1-10

[Done](#) [Cancel](#)

[Link to Performance Indicators](#)

Students : Evans Robert
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

[Save](#) [Cancel](#)

Click **Save**

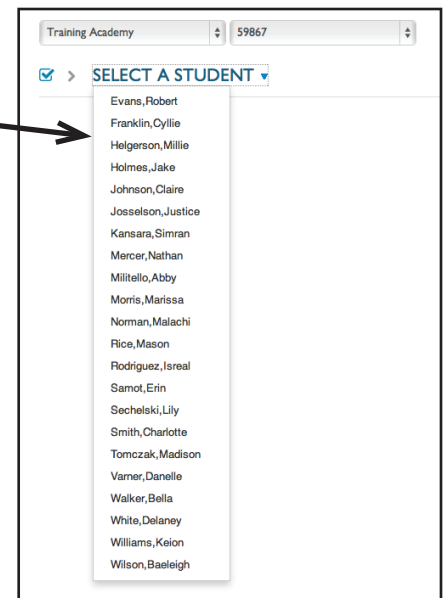
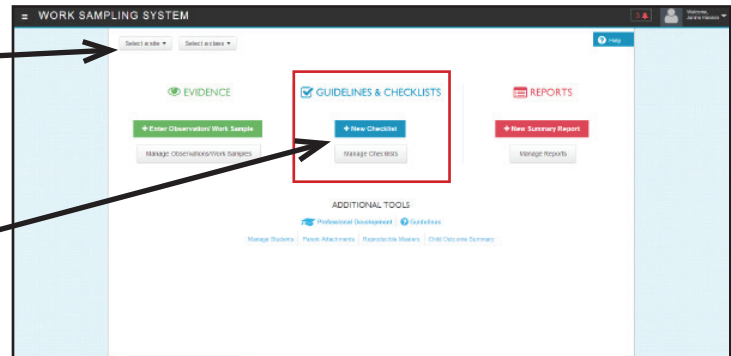
CREATE A CHECKLIST

Select your **Site** and **Class**

Click **+ New Checklist**

Select a student

Choose a domain and click the ratio (the number of indicators rated/the total number of indicators in that domain)



FRANKLIN, CYLLIE

Gender: Female Grade Level: Preschool-4
Birth Date: 12/03/2008 Academic Year: 2013/2014

0 Evidence Unlinked

Domain	1	2
I Personal and Social Development	0/12	0/12
II Language and Literacy	0/16	0/16
III Mathematical Thinking	0/12	0/12
IV Scientific Thinking	0/12	0/12
V Social Studies	0/10	0/10
VI The Arts	0/4	0/4
VII Physical Development, Health, and Safety	0/7	0/7
	Not Started	Not Started
	Flag as Final	Flag as Final


CREATE A CHECKLIST

Click the icon to review the Guidelines


Click the icon to review your Evidence

Click the check mark to make your ratings





















































































Move through the domains

 > FRANKLIN,CYLLIE > |

Gender: Female Grade Level: Preschool-4
Birth Date: 12/03/2008 Academic Year: 2013/2014

0  Evidence Unlinked

I Personal and Social Development << Previous Next >>

	Guidelines	Evidence	NY	IP	PRO	NA	DNO
A Self-Concept							
1 Demonstrates self-confidence		0 					
2 Shows some self-direction		0 					
B Self-Control							
1 Follows simple classroom rules and routines		1 					
2 Manages transitions		0 					
C Approaches to Learning							
1 Shows eagerness and curiosity as a learner		0 					
2 Attends to tasks and seeks help when encountering a problem		0 					
3 Approaches tasks with flexibility and inventiveness		0 					
D Interaction With Others							
1 Interacts easily with one or more children		1 					
2 Interacts easily with familiar adults		1 					
3 Participates in the group life of the class		1 					
4 Identifies some feelings and responds to those of others		0 					
5 Begins to use simple strategies to resolve conflict		0 					

Comments

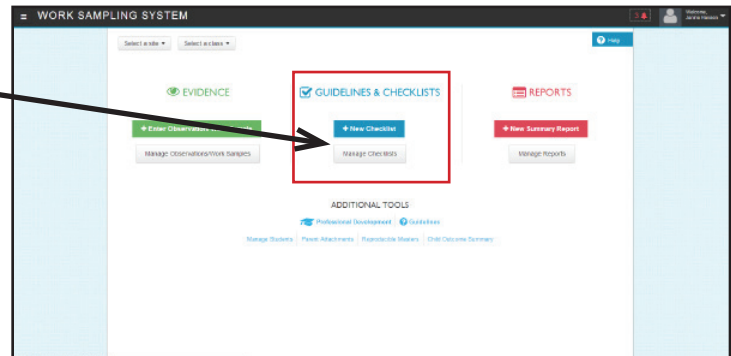
Helped a new student find her cubby, showed her the classroom rules and job board

Write comments that can be added to the Narrative Summary Report

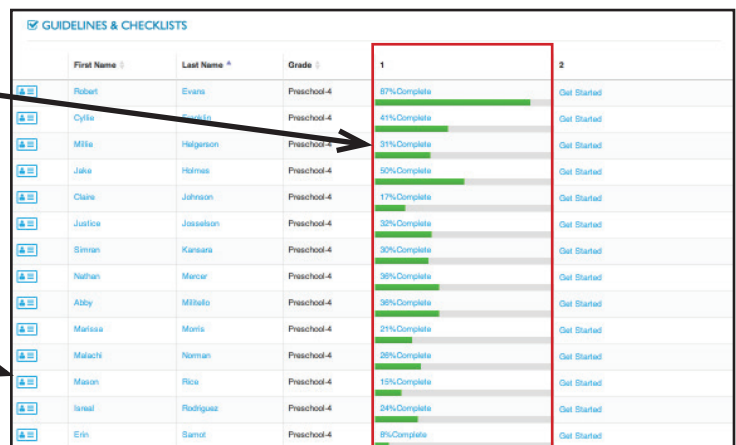
Click the Evidence icon to display your observations. Highlight, copy and paste into the **Comments** box

CHECKLIST STATUS

Click **Manage Checklist**



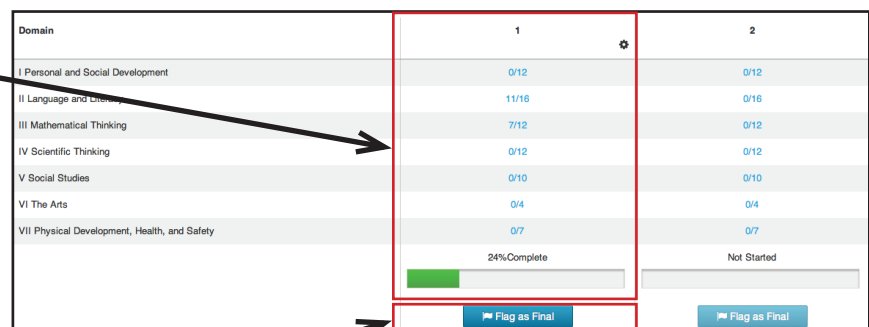
View percentage complete for entire class



First Name	Last Name	Grade	1	2
Robert	Evans	Preschool-4	87% Complete	Get Started
Cylee	Franklin	Preschool-4	81% Complete	Get Started
Mike	Halgerson	Preschool-4	31% Complete	Get Started
Jake	Haines	Preschool-4	90% Complete	Get Started
Clare	Johnson	Preschool-4	17% Complete	Get Started
Justice	Jusselson	Preschool-4	30% Complete	Get Started
Simon	Karsara	Preschool-4	90% Complete	Get Started
Nathan	Marcus	Preschool-4	36% Complete	Get Started
Abby	Mithello	Preschool-4	96% Complete	Get Started
Marissa	Morris	Preschool-4	21% Complete	Get Started
Malachi	Norman	Preschool-4	38% Complete	Get Started
Mason	Rice	Preschool-4	15% Complete	Get Started
Israel	Rodriguez	Preschool-4	34% Complete	Get Started
Elin	Sarnoff	Preschool-4	8% Complete	Get Started

Click on a child's name

View an individual's percentage complete by domain

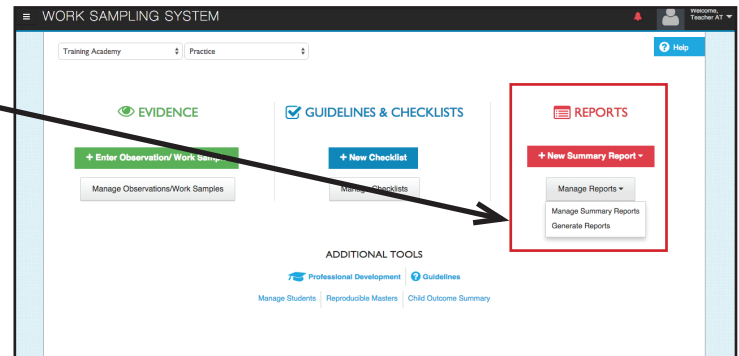


Domain	1	2
I Personal and Social Development	0/12	0/12
II Language and Literacy	11/16	0/16
III Mathematical Thinking	7/12	0/12
IV Scientific Thinking	0/12	0/12
V Social Studies	0/10	0/10
VI The Arts	0/4	0/4
VII Physical Development, Health, and Safety	0/7	0/7
	24% Complete	Not Started

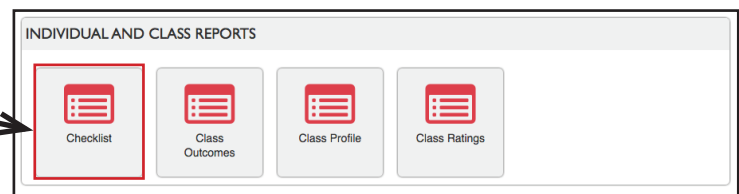
At the end of the period, remember to review your ratings and click **Flag as Final**

PRINT A CHECKLIST

Click **Manage Reports**
Click **Generate Reports**



Click **Checklist**



Choose **Entire Class**

Choose **Preschool 4**

Choose **Academic Year**

Choose **All Domains**

Click **Submit**

PRINT COMPLETED CHECKLIST

Print for: Entire Class

Grade Level: Preschool 4

Academic Year: 2014/2015

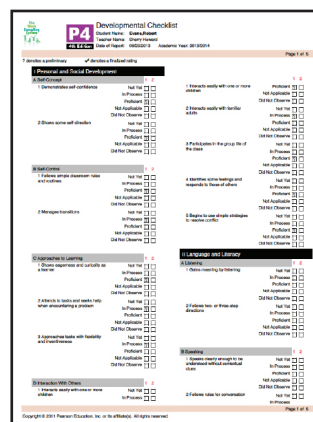
☒ Include Preliminary Ratings
☐ Include Comments

Domains to include in report:

- ☒ I All Domains
- ☒ II Personal and Social Development
- ☒ III Language and Literacy
- ☒ IV Mathematical Thinking
- ☒ V Scientific Thinking
- ☒ VI The Arts
- ☒ VII Physical Development, Health, and Safety

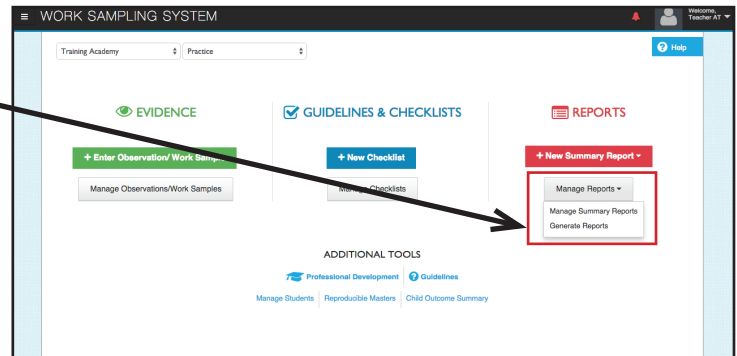
Submit Cancel

A PDF is generated

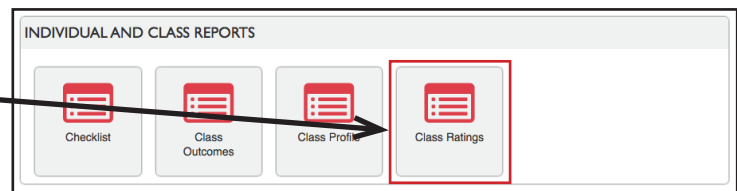


MANAGE REPORTS CLASS RATINGS

Click **Manage Reports**
Click **Generate Reports**



Click **Class Ratings**



Create a **Report Title**

Choose **Academic Year**

Choose **Preschool 4**

Select **Filter By:**

Choose **Domain(s)**

Click **Submit**

A PDF is generated

Class Ratings Report for 50949

Date of Report: 12/15/2011

Academic Year: 2011/2012

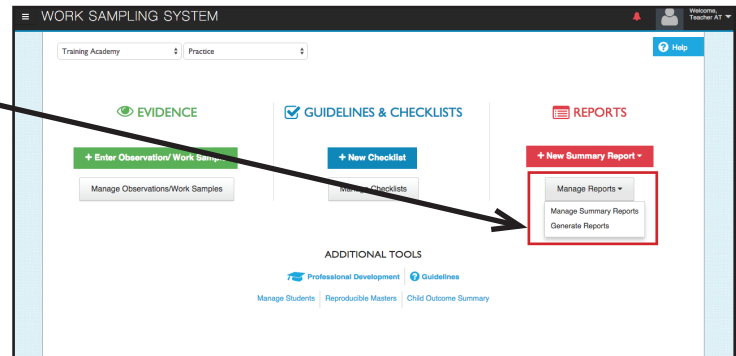
Teacher Name: Sherry Howard

Page 2 of 15

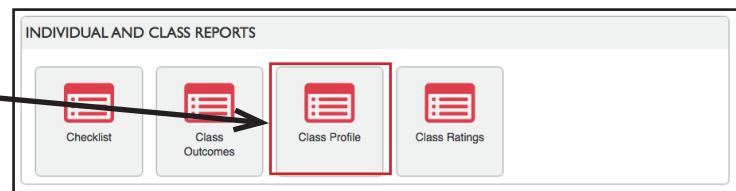
Collection Period	I. Personal and Social Development												II. Language and Literacy			
	A. Self concept			B. Self control			C. Approaches to learning			D. Interaction with others			E. Social problem-solving		A. Listening	
	1. Demonstrates self-confidence	2. Shows some self-direction	3. Follows simple directions in rules and routines	1. Uses simple directions in rules and routines	2. Manages transitions	3. Shows eagerness to learn	1. Approaches tasks with confidence	2. Interacts easily with one or more children	3. Participates in the group	4. Shows empathy and caring for others	1. Seeks adult help when needed	2. Gains meaning by listening	3. Follows two- or three-step directions	4. Demonstrates phonological awareness		
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Bryan Gamble	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Arthur Hammonds	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
James Logan	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Demetrius Nelson	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Quane Ortiz Barajas	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
DeMontae Reeves	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Jesus Sanchez Ayala	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Viviana Sanchez Machado	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Sincere Stripes	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO

MANAGE REPORTS CLASS PROFILE

Click **Manage Reports**
Click **Generate Reports**



Click **Class Profile**



Select the following
information:
-Grade Level
-Period
-Domain

Academic Year: 2013/2014

Grade Level: Period: Domain:

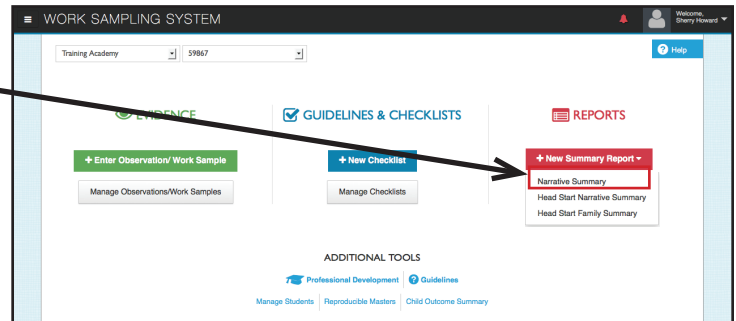
Print

III Mathematical Thinking						
A Processes and Practices	NY	IP	PRO	NA	DNO	No Response
1 Begins to make sense of problems and uses simple strategies to solve them	0 students	2 students Bella Walker Robert Evans*	0 students	0 students	1 students Lily Sechelski	1 students Cylie Franklin*
2 Reasons quantitatively and begins to use some tools	0 students	2 students Bella Walker Robert Evans*	0 students	0 students	1 students Lily Sechelski	1 students Cylie Franklin*
3 Uses words and representations to describe mathematical ideas	0 students	1 students Bella Walker	1 students Robert Evans*	0 students	1 students Lily Sechelski	1 students Cylie Franklin*
4 Begins to recognize patterns and make simple generalizations	0 students	0 students	0 students	0 students	2 students Bella Walker Lily Sechelski	2 students Cylie Franklin* Robert Evans*
B Number						
1 Counts with understanding	0 students	0 students	1 students Robert Evans*	0 students	2 students Bella Walker Lily Sechelski	1 students Cylie Franklin*
2 Shows beginning understanding of number and quantity	0 students	1 students Robert Evans*	0 students	0 students	2 students Bella Walker Lily Sechelski	1 students Cylie Franklin*
C Operations and Algebraic Thinking						
1 Understands and begins to apply addition and subtraction to problems	0 students	2 students Bella Walker Robert Evans*	0 students	0 students	1 students Lily Sechelski	1 students Cylie Franklin*
D Measurement						
1 Orders, compares, and describes objects according to a single attribute	0 students	2 students Cylie Franklin* Robert Evans*	0 students	0 students	2 students Bella Walker Lily Sechelski	0 students

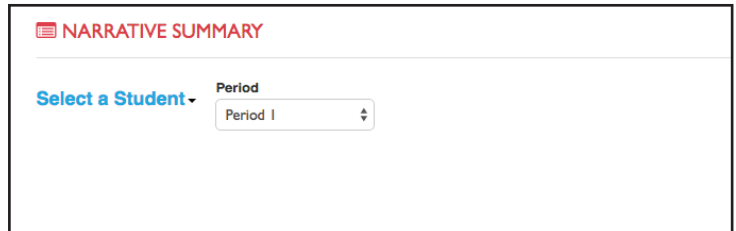
Children in the No Response category
have not been rated for that indicator.

NARRATIVE SUMMARY REPORT

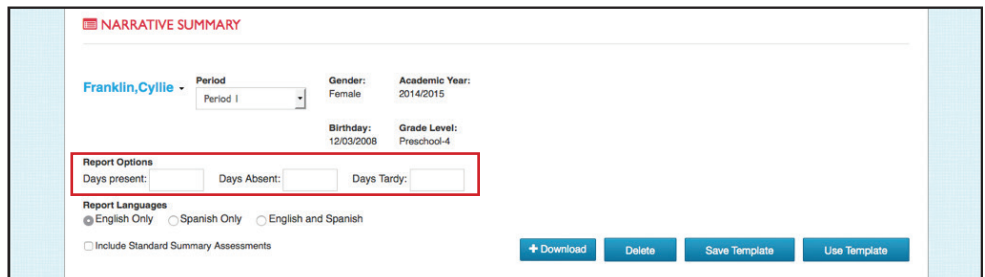
Click **+ New Summary Report**
Select **Narrative Summary**



Select a student
Select the Period



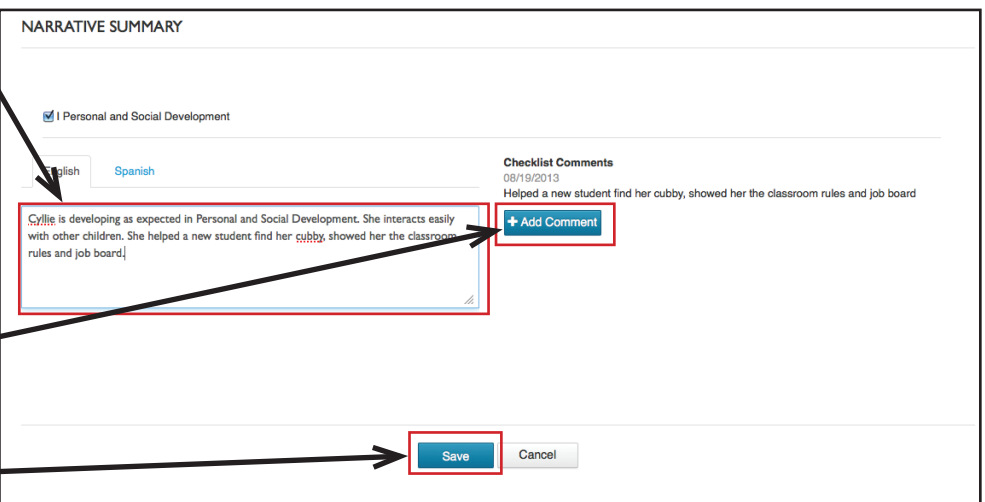
Enter the attendance



Type your narrative under
each domain

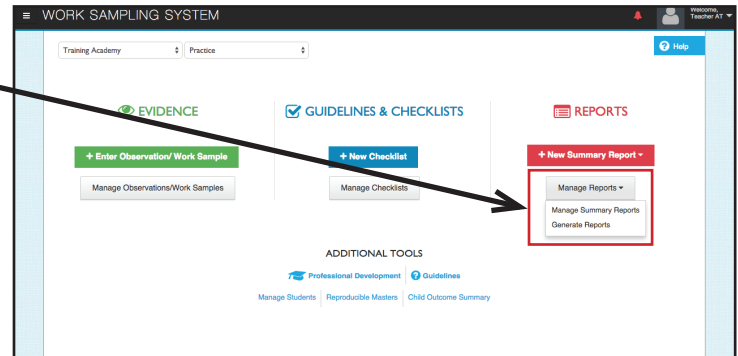
Any Checklist Comments
you wrote show up
here. Click **Add
Comment** to include it in
your narrative

Click **Save**



PRINT NARRATIVE SUMMARY REPORT

Click **Manage Reports**
Click **Manage Summary Reports**



Choose a student and
select the period

SUMMARY REPORTS					
	First Name	Last Name	Grade	Period 1	Period 2
	Aiden	Adams	Preschool-4	(7/7)	(-/-)
	Mikayla	Crandell	Preschool-4	(7/7)	(-/-)
	Peyton	Dillon	Preschool-4	(7/7)	(-/-)
	Luca	Edwards	Preschool-4	(7/7)	(-/-)
	Lola	Flanders	Preschool-4	(7/7)	(-/-)
	Ridge	Franklin	Preschool-4	(7/7)	(-/-)
	Terrence	Funcik	Preschool-4	(7/7)	(-/-)
	Ella	Gibson	Preschool-4	(7/7)	(-/-)
	Jacob	Johnson	Preschool-4	(7/7)	(-/-)
	Thomas	Johnson	Preschool-4	(7/7)	(-/-)
	Dylan	Jonas	Preschool-4	(7/7)	(-/-)
	Dejah	Jones	Preschool-4	(7/7)	(-/-)
	Madysen	Locklear	Preschool-4	(7/7)	(-/-)

Click **+Download**
Click **Class**

NARRATIVE SUMMARY

Adams, Aiden

Period
Period 1

Gender: Male

Academic Year: 2014/2015

Birthday: 10/01/2009

Grade Level: Preschool-4

Report Options

Days present: 86
Days Absent: 4
Days Tardy: 0

Report Languages

☒ English Only
☐ Spanish Only
☐ English and Spanish

☐ Include Standard Summary Assessments

+ Download

Delete

Save Template

Use Template

English

Class

PRINT THE GUIDELINES

Click **Resources**

Click the arrow to expand the **Developmental Guidelines** tab

Click **Developmental Guidelines-P4** to open the PDF

TUNE IN to WSO!



NEED HELP?

PEARSON

1-800-874-0914

When should I contact Pearson?

- For technical support
- If the website doesn't work the way that you know that it should or has worked
- To offer suggestions for improving the WSO interface

BRIGHT FROM THE START

dec.al.ga.gov/Prek/PreKChildAssessmentProgram.aspx

When should I contact Bright from the Start?

- If a "PANDA ID already exists" message appears
- If you're transferring a child to another teacher at the same school

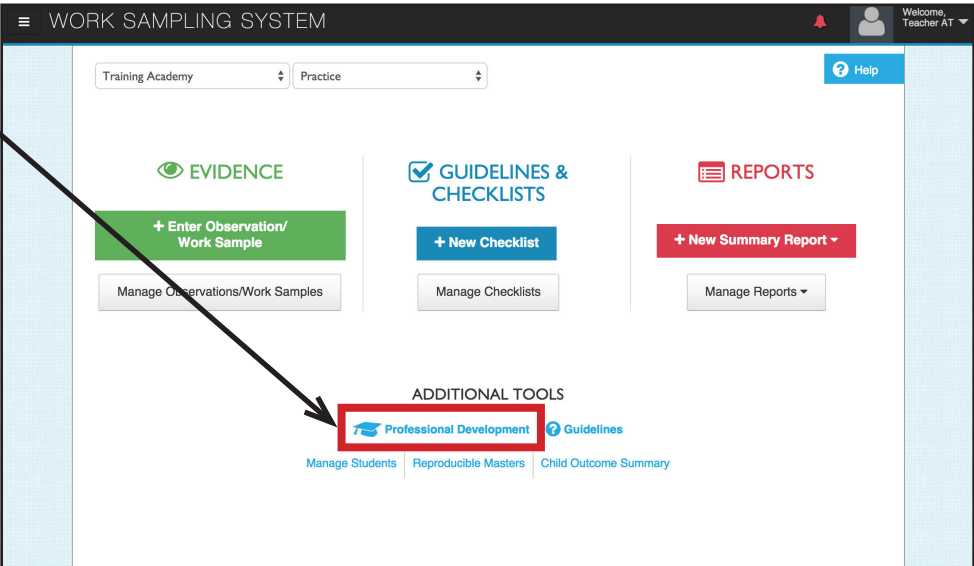
BEST PRACTICES TRAINING

bestpractices@gsu.edu

When should I contact Best Practices?

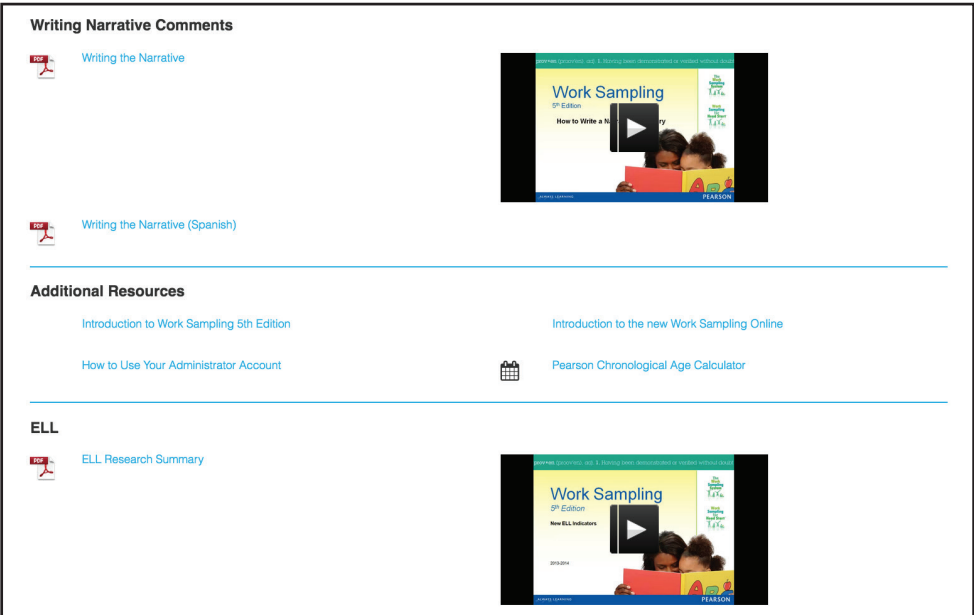
- If you can't log on to BrightSpace to take your quiz
- If you have forgotten your BrightSpace password
- If you have questions about your PLU credit or attendance certificate

Click **Professional Development**



The screenshot shows the 'WORK SAMPLING SYSTEM' interface. At the top, there are dropdown menus for 'Training Academy' and 'Practice', and a 'Help' button. The main area is divided into three columns: 'EVIDENCE' with a '+ Enter Observation/ Work Sample' button and a 'Manage Observations/Work Samples' button; 'GUIDELINES & CHECKLISTS' with a '+ New Checklist' button and a 'Manage Checklists' button; and 'REPORTS' with a '+ New Summary Report' button and a 'Manage Reports' button. Below these is the 'ADDITIONAL TOOLS' section, which includes a red-bordered box around the 'Professional Development' link, along with 'Guidelines', 'Manage Students', 'Reproducible Masters', and 'Child Outcome Summary'.

View additional resources including a User's Guide, helpful tips and videos



The screenshot displays the 'Writing Narrative Comments' page. It includes a 'Writing the Narrative' link with a PDF icon, a video player showing 'Work Sampling 5th Edition' content, and a 'Writing the Narrative (Spanish)' link. Below this is the 'Additional Resources' section, which contains links to 'Introduction to Work Sampling 5th Edition', 'Introduction to the new Work Sampling Online', 'How to Use Your Administrator Account', and 'Pearson Chronological Age Calculator'. At the bottom, there is an 'ELL' section with an 'ELL Research Summary' link and another video player.

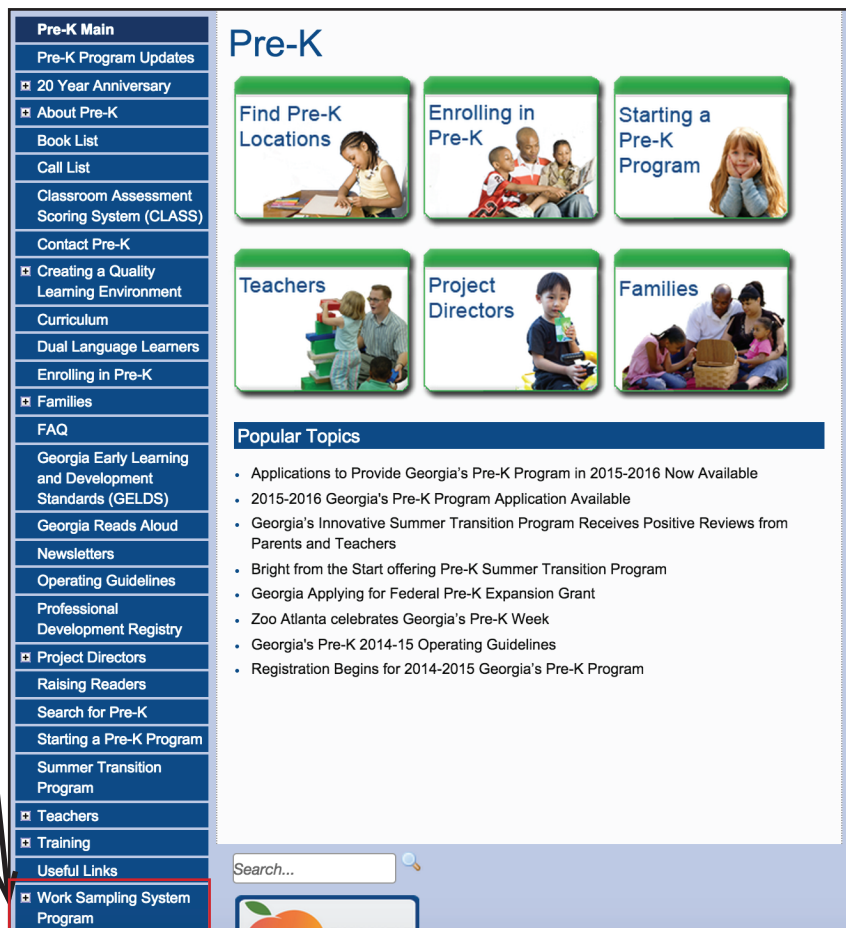
BRIGHT FROM THE START

www.dec.state.ga.us

Click **Pre-K**



Click **Work Sampling System Program**



BRIGHT FROM THE START

www.dec.al.ga.gov

To request WSO support

To find helpful resources, How-To files, Webinars, FAQs, Correlations and Updates

Choose a specific issue from the drop-down list

Georgia's Pre-K Work Sampling System Assessment Program

All Georgia Pre-K classrooms use a formative assessment called Work Sampling System to measure children's progress across 69 indicators in seven domains of learning. All indicators are aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. In addition, DECAL and the Georgia Department of Education have partnered to make sure the assessment data is transferred at the end of the Pre-K year and is available to the child's teacher at the beginning of Kindergarten. Work Sampling System was developed by Dr. Samuel J. Meisels and is distributed by Pearson Early Learning.

If you are experiencing a problem with Georgia Pre-K WSO, please select from the list below the type of issue that you are having:

Please select -->

WSO Resources

WSO How To Files

FAQ

Correlations

Updates

WSO Training Manual (PDF)

WSO Refresher Teacher Webinar (wmv)

WSO Webinar for Administrators

Blank Matrices

Language and Literacy Matrix

Math Matrix

Science Matrix

Social Studies Matrix

Order Form

Work Sampling Progress Report

If you are experiencing a problem with Georgia Pre-K WSO, please select from the list below the type of issue that you are having:

✓ Please select -->

I need help logging in

I have changed schools

I need help creating/updating my Class Name

I have a problem with adding a student

I need help updating the PANDA Student ID for an existing student

I am following up on an issue previously submitted regarding one of the above issues

I have a general question related to BFTS assessment policy/guidelines

I have another problem not listed above

BRIGHT FROM THE START

www.decal.ga.gov

Fill out the feedback form

Provide any additional information that will help process your request

Click **Submit**

Georgia Pre-K WSO Assessment Support

Please select from the list below the type of issue that you are having with Georgia Pre-K WSO:

I have a problem with adding a student

Please complete the information below. Include a description of the problem you are having as well as any error messages you have received in the Comments box below, then click Submit.

Issue: Please select -->

My First Name:

My Last Name:

Current School/Site Name:
(i.e. Berkley County Stone Ridge Elementary, Little Angels Childcare #12, Little Tots - McIver Rd.)

Email Address:

Daytime Phone Number:

Role: Please select -->

PANDA Student Id:

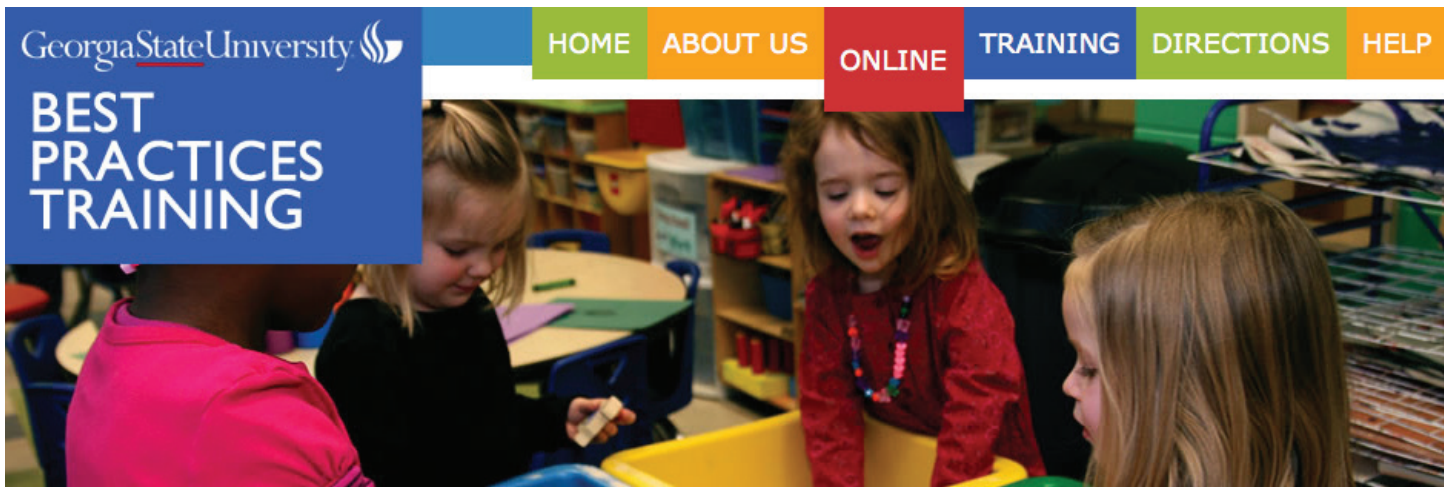
Student Full Legal Name:

Student Date of Birth:

Comments:

Submit Cancel Clear Form

If you are experiencing a problem not shown on the support screen, you will be directed to contact Pearson Technical Support at 1-800-874-0914.
Make sure to ask for a case number and the person to whom you are speaking.



ACCESSING BrightSpace by D2L to complete online coursework

Please note that within three (business) days of registration an email is sent to the address provided at registration. This email contains username information as well as a link to establish a password. If you have not received this information please contact your director, or the person who registered you for training.

To log in:

Go to <http://bestpractices.gsu.edu> and select “Online.” Select “Click here to login.”

Your username is BP (for Best Practices) + your four digit birthday (mm/dd) + your first name initial + up to the first five letters of your last name. Do not use any spaces, for example: BP0412jwilli.

For new teachers who have never had an online course with Best Practices Training (usually new leads and new assistants):

A password set up link was emailed to you within three days of registering for this course. If you have not received it, please check with your director and check your spam folder.

If you are having problems, click on the Help tab from the Best Practices site. If you have trouble with your password, use the “forgot password” link. You must enter the username provided to you via email.

Please remember that (as with any connection to the Internet) the faster your connection, the better your experience will be.

CONNECT WITH US



www.facebook.com/bestpracticespk



www.twitter.com/bestpracticespk or follow us at @bestpracticespk



sites.gsu.edu/bestpractices

Proof of Attendance

This is to certify that _____ attended the GA's Pre-K
Work Sampling Online Classroom Training for the 2015 - 2016 school
year.
(Write teacher name)



This document is only valid with the official Best Practices stamp in the circle above. This is to verify attendance only.